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ABSTRACT

During the 1982-83 school year, students in the San Diego City School District in grades 3,6, and 12 were tested as part of the state-mandated California Assessment Program (CAP). The purpose of the CAP and the Districtwide Testing Program was to measure achievement in the basic skills. Matrix sampling (the procedure whereby students take only a small portion of a larger test) was used to allow for measurement of a broader range of objectives in a much shorter period of time. Test results for the San Diego City School District as a whole are analyzed and displayed in the body of this report. Results by district and by school are found in the appendices. Districtwide, third and sixth grade students continued to score above the average California student in all areas measured by the California Assessment Program. Twelfth graders continued to improve their scores in mathematics but fell below the statewide average in the areas of spelling, reading, and written expression. (EGS)

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ED248254

San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

CALIFORNIA ASSESSMENT PROGRAM STATEWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL

SAN DIEGO CITY SCHOOLS

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1982-1983 SCHOOL YEAR

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No. 360

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Prepared for:

Superintendent
November 22, 1983

PLANNING, RESEARCH AND EVALUATION DIVISION

SUMMARY

SAN DIEGO CITY SCHOOLS
STATEWIDE TESTING RESULTS

1982-1983 SCHOOL YEAR

The state-mandated California Assessment Program (CAP) tests were administered to all California students participating in the regular school program at Grades 3, 6 and 12. The Grade 12 test was given in December 1982. Students in Grades 3 and 6 were tested in April-May of 1983.

Test results for the San Diego City School District as a whole are analyzed and displayed in the body of this report. Results by school may be found in the appendices. Additional data and analyses are also included in the appendices for the reader wishing to review the districtwide results in greater detail.

SUMMARY OF CAP RESULTS

In Grades 3 and 6, San Diego's average student continued to score above the average California pupil in all content areas measured by the California Assessment Program. District Grade 12 scores in Reading, Written Expression and Spelling dipped below the state average.

All districtwide average scores on the CAP tests for Grades 3 and 6 are within or above their respective Comparison Score Bands as calculated by the California State Department of Education. Grade 12 scores for Reading, Written Expression and Spelling are below their respective bands, while the Grade 12 Math score is within its band.

Grade 3 Results

District Grade 3 pupils scored, on the average, above the achievement level of the average (mean) third grade pupil in California in Reading, Written Language, and Mathematics. San Diego third graders for 1982-83 scored higher than the preceding third-grade classes in Reading, Written Language and Mathematics.

Grade 6 Results

District results on the Grade 6 test were above the corresponding State average values for Spring 1983. The average scores for the District (and State) have increased each year since 1979, except Reading for Spring 1983.

Grade 12 Results

District Grade 12 Mathematics scores continue to be well above the state Mathematics scores. The Spelling average for San Diego seniors is slightly below the state average for the second consecutive year. Scores for Grade 12 Reading and Written Expression content areas dipped below the statewide averages for the first time. Their margins of advantage had reduced substantially over the last four years.

Individual school test results for each test administered for the California Assessment Program are provided in the appendices of this report (Appendices C, D, and E for Grades 3, 6 and 12, respectively).

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SAN DIEGO CITY SCHOOLS

STATEWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL

1982-1983 SCHOOL YEAR

INTRODUCTION

It is the intent of this report to provide a brief, but detailed, summary of mandated statewide achievement tests results. The information contained herein summarizes results of the state-mandated tests via the California Assessment Program (CAP). Other norm-referenced testing occurs in schools in the San Diego Unified District as a part of the Districtwide Testing Program and evaluation of specially funded projects (e.g., ESEA Title I). A summary of such results may be found in other documents.* In addition, individual school sites may choose to administer selected norm-referenced tests to assist teachers in their assessment of student achievement. This report covers only the state-mandated California Assessment Program testing. Districtwide tests for senior high schools (Grade 11) are annually administered in November and are reported in the spring. Results for the tests administered districtwide this spring at the elementary and junior high school levels (Grades 5 and 7) were reported to the board on October 4, 1983 (Report 355).

The tests administered by the California Assessment Program (CAP) and the Districtwide Testing Program are intended to measure achievement in the "basic skills." Achievement in many other curriculum content areas indicative of the quality of education in schools is not measured by these tests.

PURPOSES AND FUNCTIONS OF CAP TESTING

The purpose of the legislation enacting the California Assessment Program is stated as follows:

> It is the intent of the Legislature in enacting this chapter to determine the effectiveness of school districts and schools in assisting pupils to master the fundamental educational skills toward which instruction is directed. The program of statewide testing shall provide the public, the Legislature, and school districts evaluative information regarding the various levels of proficiency achieved by different groups of pupils of varying socioeconomic backgrounds, so that the Legislature and individual school districts may allocate educational resources in a manner to assure the maximum educational opportunity for all pupils.
>
> Education Code Section 60601

Furthermore, it is stated that the focus of the current state assessment program should be directed toward broad program evaluation rather than the assessment of individual pupil performance. The state assessment program is designed to identify strengths and weaknesses of various educational programs by examining group rather than individual student performance.

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* See Report 355: Districtwide Testing Results by District and by School: Grades 5 and 7 and Consolidated Application: Final Evaluation Reports, 1982-83

Statewide Testing Results
by District and by School
1982-83 School Year

TESTS ADMINISTERED AND DATES

During the 1982-83 school year, state and national standardized tests were administered districtwide to approximately 60,000 San Diego students in Grades 3, 5, 6, 7, 9, 11, and 12, to obtain data for two testing programs. The programs are the California Assessment Program and the Districtwide Testing Program. The types of tests and the testing periods for these two testing programs were as follows:

California Assessment Program

Survey of Basic Skills: Grade 3 administered in late April and early May 1983, covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 6 administered in April 1983, covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 12 administered in December 1982, covering areas of Reading, Written Expression, Spelling, and Mathematics.

The California Assessment Program test at Grade 12 was identical to the test used the previous eight years. The third grade test was administered for the fourth time this spring. Previously, Grade 3 pupils were tested only in the content area of Reading. At Grade 6, a new test was administered for the first time during the 1981-82 school year.

Districtwide Testing Program

Comprehensive Tests of Basic Skills, Level G, Form U, administered to Grade 5 students in April 1983, covering curriculum areas of Reading, Language, and Mathematics (reported October 4, 1983, Report 355).

Comprehensive Tests of Basic Skills, Level H, Form U, administered to Grade 7 students in April 1983, covering curriculum areas of Reading, Language, and Mathematics (reported October 4, 1983, Report 355).

Comprehensive Tests of Basic Skills, Level J, Form U, administered to Grade 9 students in April 1983, covering curriculum areas of Reading, Language, and Mathematics (reported October 4, 1983, Report 355).

Comprehensive Tests of Basic Skills, Level 4, Form S administered to Grade 11 students in November 1982, covering curriculum areas of Reading, Language, and Mathematics (reported this spring, Report 340).

The tests administered for Districtwide Testing Programs at the elementary and junior high school levels were changed to different grade levels in recent years to reduce the amount of instructional time consumed by testing. Also, the district program changed from CTBS, Form S to CTBS, Form U at all grades this year. More details may be found in Report 355.

Statewide Testing Results
by District and by School
1982-83 School Year

CHARACTERISTICS OF CAP TESTS

Matrix Sampling and Test Content

Tests of the California Assessment Program are designed to assess the general educational program to which the pupils have been exposed during their elementary and secondary school years. Neither individual pupil nor individual classroom results are reported. The results can be used to compare the performance of a school or district to others throughout the state. Furthermore, the tests can be used to compare the performance of a school or district to others with similar pupil and community characteristics.

The CAP tests differ from other tests used in assessment programs. Normally, each pupil is given the same test as every other pupil in that grade. The CAP tests do not test every pupil with identical test items. Instead, each test employs a special technique called "matrix sampling" in which each pupil takes only a small portion of a larger test. Pupil scores are aggregated at the school and district level so that overall performance scores can be reported for schools and for districts. Matrix sampling is considered by many as an efficient procedure to use when the purpose of the testing is to obtain information about groups rather than individuals. It allows measurement of a broader range of objectives in a much shorter period of time than is required by traditional testing procedures. For instance, Grade 3 survey test contains 1020 separate items. These items are divided into 30 parallel forms, each containing 34 items. Each of the forms has the same number of easy and difficult items. The directions for administration are the same for all 30 forms so that all forms can be administered simultaneously in a single classroom.

Table 1 provides a concise overview of the number of items, number of forms and general descriptions of the skills tested by the various tests in the California Assessment Program. Circle graphs may be found in Appendix B which provide further insight into the relative weighting of the skills tested.

Scores Reported by the California Assessment Program

CAP tests were first administered in May 1974, using the matrix system of testing. Unlike nationally standardized tests, in matrix testing each student is administered only part of the total test. Thus, there are no individual student test results--only results for schools and districts.

For Grade 12, the results are pooled for a school or district for the multiple forms. The number of items answered correctly divided by the total number of items administered yields a "percent of items correct" score (or "percent correct" score).

For several years the chief vehicle for reporting the CAP results had been the percent correct score. The percent correct score was useful in that it allowed school personnel to assess their results by comparing their scores with those of previous years. Unfortunately, percent correct scores did not lend themselves very well to other kinds of comparisons such as comparing a school's performance in reading to that in math. Such comparisons are not possible because some skills are inherently more difficult than others. Statewide pupil

performance in some skills will range in the 50-60 percent correct bracket while pupils will score much higher in other skills.

Also, when a test is changed, as was the Grade 3 Reading test, one cannot directly compare the percent correct scores. Since the new test was more difficult, nearly all schools had a lower score for 1979-80, simply because it was a different, harder test--not because the students could not read as well.

To eliminate problems of noncomparability among skill areas, among content areas, and between different tests, CAP introduced a scaled score reporting system (for Grade 3 data three years ago and for Grade 6 last year). No absolute minimum or maximum scaled score exists, but almost all schools will have a score between 100 and 400. This score, in contrast to percent correct, has several purported advantages, most notably the following:

- One can compare performance across the years (in spite of different tests).
- One can compare performance across content areas.
- One can compare performance across skill areas.

One useful feature of the statistically derived scaled scores is that they also allow comparisons of previous CAP tests for 1979-80 and 1980-81 with the newly developed test.* The scale is designed to be useful for many years to come, regardless of the number of test changes that might be made over a long period of time. The scale is not subject to change based on the performance of the state as a whole. That is, it is not re-normed or adjusted in any way. A school/district can monitor its progress independent of the amount of progress made by other schools/districts.

For both Grade 3 and Grade 6 tests, the achievement for the average (mean) pupil in California has been set to a scaled score of 250. Bearing some similarity to the more familiar Consumer Price Index, the score of 250, although arbitrary, becomes a useful point of reference for monitoring change from earlier years or changes to be noted in future years.

Since the scores for the content areas of Reading, Language and Mathematics are all on the same scale, it is possible to compare the performance of a school in reading to its performance in math without making any translation into normative scores, such as percentile ranks.

In addition to the percent correct score (or a scale score for Grades 3 and 6), a percentile rank score can be obtained. This score is arrived at by ranking school and district percent correct scores (scale scores) from high to low in separate distributions. With changing tests and changing norms, the percentile rank scores of CAP have caused some confusion over the years. The State Department encourages districts (and the media) to use scale scores for comparison since they do not suffer from most of the weaknesses of the CAP percentile ranks.

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* This linkage is possible because pupils in a sample of schools took both old and new versions of the tests at Grades 3 and 6 for equating studies conducted by the State Department of Education.

Table 1
Contents and Format of Tests Administered in the California Assessment Program, 1982-83

Grade	Name of test and content areas	Number of items	Matrix Sampling	Number of forms	Number of items per form	Skills tested
One	Entry Level Test	35	No	1	35	Immediate recall; letter recognition; auditory discrimination; visual discrimination; language development
Three	Survey of Basic Skills: Grade 3	1,020	Yes	30	34	
	Reading	270			9	Word identification (phonics and structural analysis); vocabulary; comprehension (literal and inferential); study-locational
	Written language	390			13	Word forms; standard English usage; language choices; sentence recognition; paragraphs; capitalization; punctuation; spelling
	Mathematics	360			12	Counting and place value; operations; nature of numbers and properties; geometry; measurement; patterns and graphs
Six	Survey of Basic Skills: Grade 6	1,240	Yes	40	31	
	Reading	418			10	Vocabulary; comprehension (literal, inferential, interpretive, critical/applicative); study-locational; reading in the content areas (word meanings, comprehension of literature passages, comprehension of science passages, comprehension of social studies passages)
	Written language	342			9	Writing process skills (judging student writing, paragraphs, sentence combining, sentence recognition, language choices); supporting skills (standard English usage, word forms, spelling, capitalization and punctuation)
	Mathematics	480			12	Counting, numeration, and place value; nature of numbers and properties; operations; expressions, equations, and coordinate graphs; geometry; measurement; probability and statistics; tables, graphs, and integrated applications; problem solving
Twelve	Survey of Basic Skills: Grade 12	558	Yes	18	31	
	Reading	144			8	Vocabulary; comprehension (literal, interpretive-critical); study-locational
	Written expression	144			8	Sentence recognition; sentence manipulation; capitalization and punctuation; paragraphs; word forms; language choices
	Spelling	72			4	Recognition of a misspelled word in the context of a sentence
	Mathematics	198			11	Arithmetic (number concepts, whole numbers, fractions, decimals); algebra; geometry; measurement; probability and statistics

See Appendix B for graphic displays of skills tested by California Assessment Program.

CAP TEST RESULTS

SURVEY OF BASIC SKILLS: GRADE 3

Table 2 and Figure 1 illustrate the District's Reading, Language and Mathematics scores on the Grade 3 CAP tests. These tests have been used in their present format since the 1979-80 school year. Scale scores, statistically derived from an equating study conducted by the State Department, are also given for 1977-78 and 1978-79 Reading results. These values provide a historical link with the CAP *Reading Test* which had been used earlier. Reading was the only content area assessed at Grade 3 by CAP prior to 1979-80.

The scale score values which are provided in Table 2 are illustrated in Figure 1. The code at the bottom of the page distinguishes between "District" and "State" results. The horizontal-dashed line provides a useful reference score, 250. By definition, a scale score of 250 represents the achievement for the average (mean) third grade pupil in California for 1979-80.

A few noteworthy points which are contained in Table 2 and Figure 1 follow:

- For each of the content areas of Reading, Language and Math, the mean scale score for San Diego students has consistently exceeded the corresponding statewide value for each school year.

- As illustrated in Figure 1, statewide scores have increased steadily in Reading, Language and Mathematics. This is also true for District values except the 1978-79 Reading score (declined slightly from 247 in 1977-78 to 245). It may be further noted that the District Grade 3 Reading scores increased very significantly thereafter.

- Reviewing this year's scores as compared to last year's, the "degree of advantage" that the District has over the State has stayed the same for Reading (268 - 263 = +5 in 1982-83 compared to 263 - 258 = +5 in 1981-82.) For Language, the advantage has increased slightly (+8 vs. +7); while for Mathematics the advantage has decreased slightly (+3 vs. +4). (The "advantages" between the 1982-83 and 1981-82 scores for the district are geometricly illustrated in Figure 2.)

- Comparing the District achievement levels in the three content areas, one may note the scale score for Language (274) is the highest, followed by Mathematics (270) and Reading (268).

- Data contained in Appendix A (on the Profile of School District Performance, Page 17) indicate that the District's mean scores for Grade 3 are above the State's Comparison Score Bands for Written Language and high within the bands for Reading and Mathematics. According to the State Department of Education, the Comparison Score Band enables the reader to compare a district's score with other districts which reported a similar set of background characteristics. San Diego's Written Language score being above its comparison score band means that the San Diego Unified School District scored in the upper 25 percent of districts statewide having similar reported background factors in Language.

TABLE 2

CALIFORNIA ASSESSMENT PROGRAM
DISTRICT AND STATE SCALE SCORES
1977-78 THROUGH 1982-83
GRADE 3

Content Area	Reading						Written Language				Mathematics			
School Year	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83
Scale Scores														
District	247	245	258	260	263	268	255	258	267	274	257	262	265	270
State	242	243	250	254	258	263	250	255	260	266	250	254	261	267

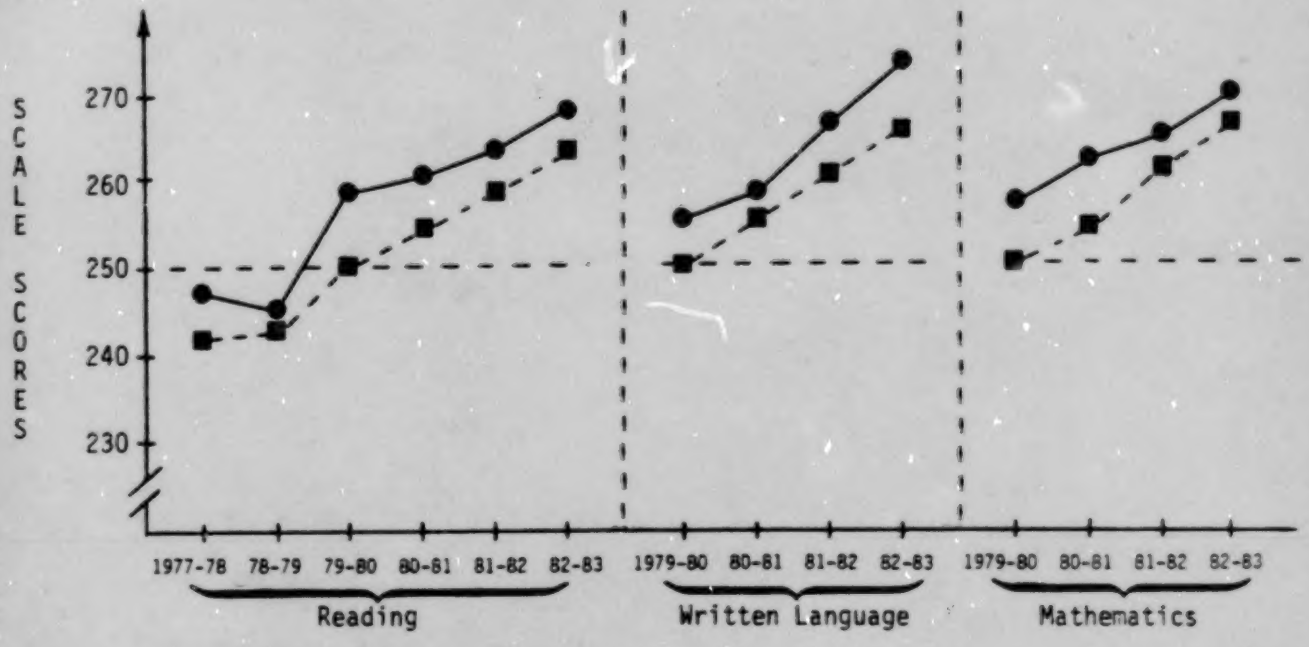


FIGURE 1

GRAPHIC DISPLAY OF GRADE 3 SCALE SCORES

District ●——● State ■- - - -■

For the reader wishing to review individual school data for CAP Grade 3 test results, Appendix C contains the corresponding school-level values with corresponding background factors for each school.

SURVEY OF BASIC SKILLS: GRADE 6

Data for Grade 6 results may be found in Table 3 and Figure 2. The formats of these two displays are similar to Table 2 and Figure 1. Even though this spring was the second time the new Grade 6 test was administered, four years of scale score data were provided by the State Department. This was accomplished by State CAP officials conducting an equating study between the new and old versions of the Grade 6 tests during the 1981-82 school year.

A few noteworthy observations regarding Grade 6 CAP results contained in Table 3 and Figure 2 are:

- District average scale scores for 1982-83 exceed the corresponding state averages in Reading, Written Language and Mathematics.
- Observing the slopes of the line segments in Figure 2, one may note that Grade 6 achievement in Language and Mathematics has increased each year since 1979-80 for both District and the State. Conversely, both District and State Reading scores declined in 1982-83 as compared to 1981-82.
- The District's Mathematics and Written Language scores (both 269) are considerably higher than the Reading score (256). This finding is also true for previous years.
- Data contained in Appendix A (on the Profile of School District Performance, Page 17) indicate that the District's mean scores for Grade 6 are above the State's Comparison Score Bands for all three content areas.*

In Appendix D, test results are provided for each content area for each school having Grade 6 pupils.

*As mentioned in the previous section, this means that the San Diego Unified School District scored in the upper 25 percent of the districts statewide which reported similar background factors.

TABLE 3

CALIFORNIA ASSESSMENT PROGRAM
DISTRICT AND STATE SCALE SCORES
1979-80 THROUGH 1982-83
GRADE 6

Content Area	Reading				Written Language				Mathematics			
School Year	1979-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
Scale Scores												
District	249	256	259	256	247	256	262	269	255	264	265	269
State	250	252	254	253	250	253	257	259	250	253	258	260

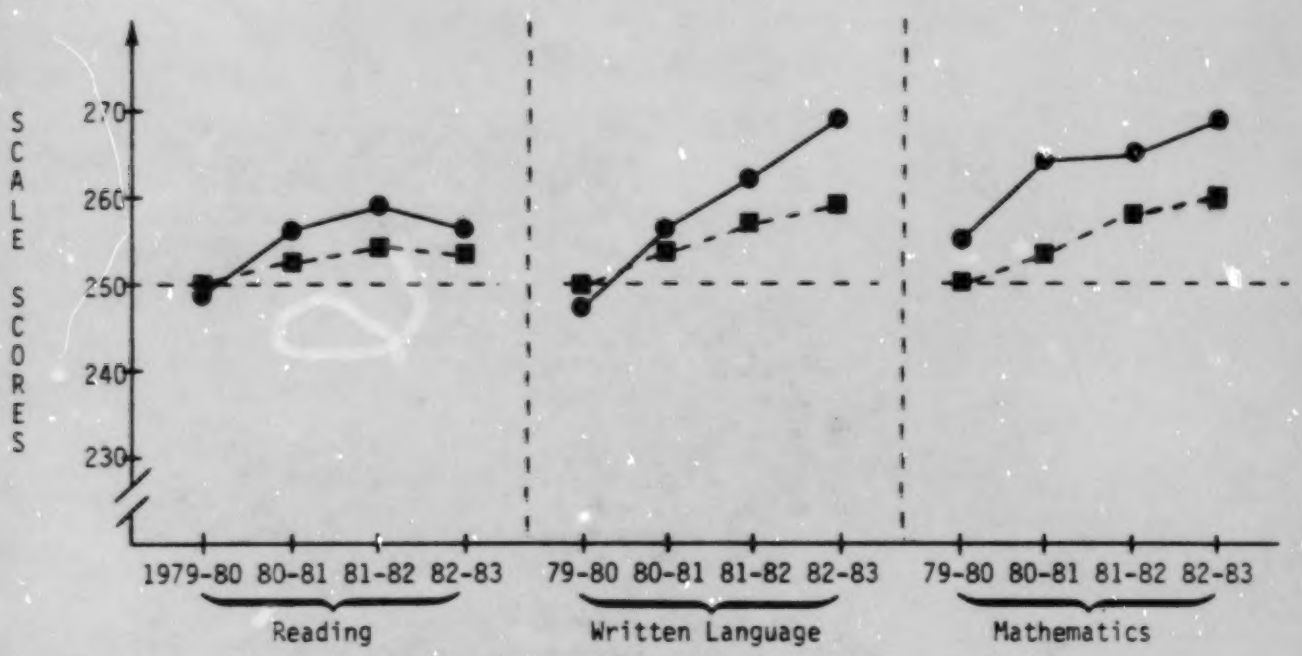


FIGURE 2

GRAPHIC DISPLAY OF GRADE 6 SCALE SCORES

District ●——● State ■- - - -■

SURVEY OF BASIC SKILLS: GRADE 12

The achievement data for Grade 12 students for each of the four content areas are contained in Table 4 and are illustrated in Figure 3. The format of each is different from the corresponding data displays for Grades 3 and 6.

Table 4 provides State and District statistics for Grade 12 CAP test results. The data represent the percent of items correct for each content area from 1975-76 (first year the test was administered) to 1982-83. The differences between State and District scores are provided in the right-hand column. A positive difference (+) indicates the District's mean percent of items correct exceeded the corresponding State value, while a negative difference (-) would indicate the opposite. Graphic illustrations of the eight year data sets are contained in Figure 3. The solid-broken lines represent District values, and the dashed-broken lines illustrate the State values.

Noteworthy observations follow:

- The District's average scores for the three content areas of Reading, Written Expression and Spelling have fallen below the corresponding statewide averages. Mathematics continues to be well above.

- The District averages for all four content areas have declined when compared to 1981-82. The statewide scores are unchanged from last year in Spelling and Mathematics, but declined in both Reading and Written Expression.

- The "lines of best fit" for the State content area scores are sloping slightly upward; except for Reading which is declining. The District's Reading, Written Expression and Spelling lines are sloping slightly downward. The net effect (illustrated in Figure 3) is a convergence (and now cross-over) of District and State values for Reading, Written Expression and Spelling.

- The "lines of best fit" for State and District Mathematics scores (if drawn) would run nearly parallel to each other, with the district maintaining a substantial advantage -- although losing much of its margin during the 1982-83 school year.

- Data in Appendix A, Page 17, indicate that Grade 12 CAP scores for the district are below the Comparison Score Bands for Reading, Written Expression, and Spelling. The content area of Mathematics has an average score which is within its band.

Again, for individuals seeking school-level information, the data are provided as an appendix. Appendix E contains Grade 12 CAP results for December 1978 through December 1982 for each of the District's senior high schools.

TABLE 4

CALIFORNIA ASSESSMENT PROGRAM
MEAN PERCENT OF ITEMS CORRECT
FOR STATE AND DISTRICT, 1976-76 THROUGH 1982-83

GRADE 12 BASIC SKILLS

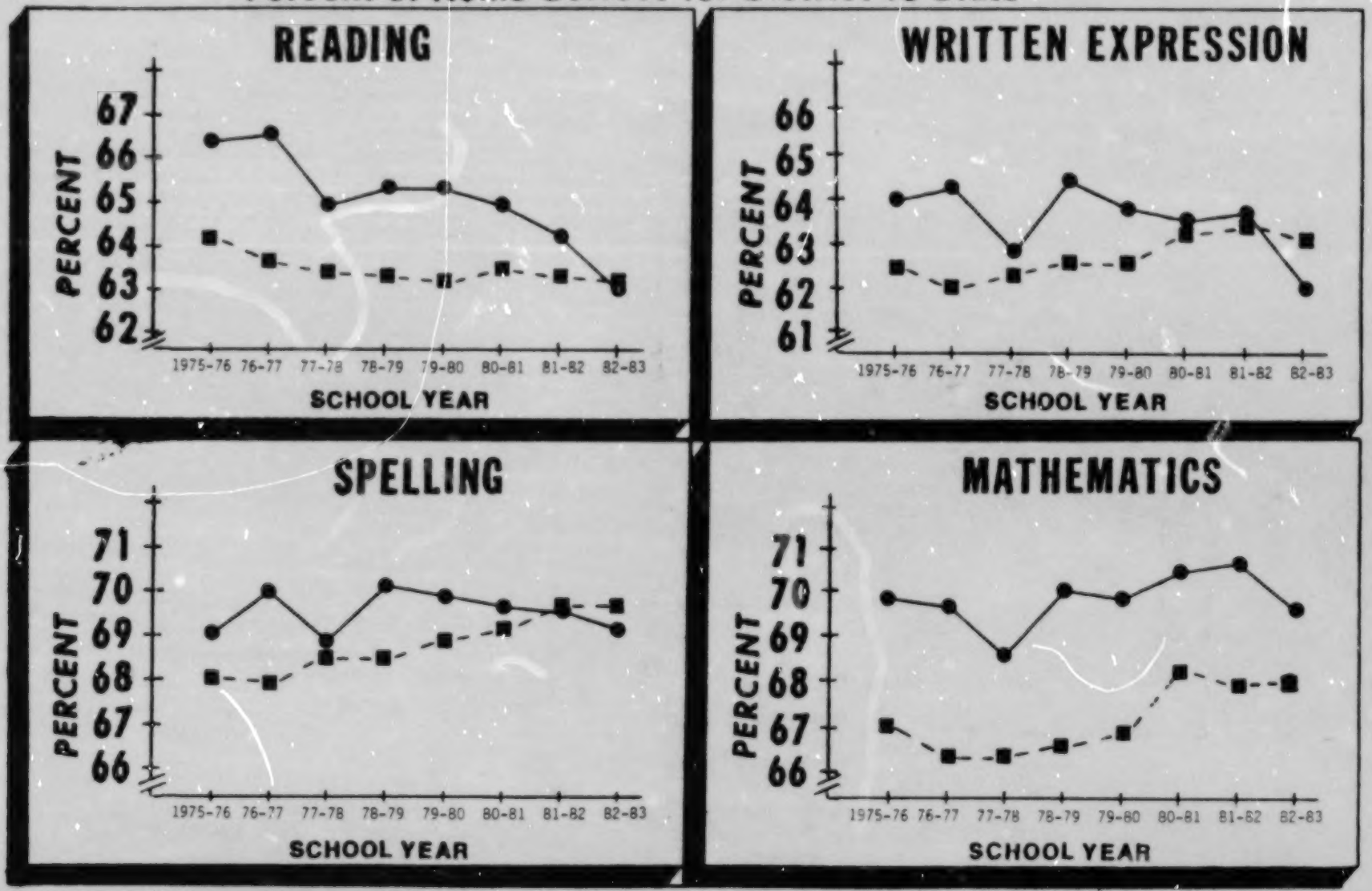
CONTENT AREA	SCHOOL YEAR	PERCENT OF ITEMS CORRECT		DIFFERENCE BETWEEN STATE AND DISTRICT PERCENT OF ITEMS CORRECT
		STATE	DISTRICT	
READING	1975-76	64.1	66.3	+ 2.2 percent
	1976-77	63.6	66.5	+ 2.9
	1977-78	63.3	64.9	+ 1.6
	1978-79	63.2	65.2	+ 2.0
	1979-80	63.1	65.2	+ 2.1
	1980-81	63.4	64.9	+ 1.5
	1981-82	63.2	64.1	+ .9
	1982-83	63.1	63.0	- .1
WRITTEN EXPRESSION	1975-76	62.3	63.9	+ 1.6
	1976-77	61.9	64.1	+ 2.2
	1977-78	62.1	62.7	+ .6
	1978-79	62.4	64.2	+ 1.8
	1979-80	62.4	63.6	+ 1.2
	1980-81	63.1	63.4	+ .3
	1981-82	63.2	63.5	+ .3
	1982-83	63.0	62.0	- 1.0
SPELLING	1975-76	68.0	69.0	+ 1.0
	1976-77	67.9	69.9	+ 2.0
	1977-78	68.4	68.8	+ .4
	1978-79	68.4	70.0	+ 1.6
	1979-80	68.8	69.7	- .9
	1980-81	69.0	69.5	+ .5
	1981-82	69.5	69.4	- .1
	1982-83	69.5	69.0	- .5
MATHEMATICS	1975-76	67.0	69.8	+ 2.8
	1976-77	66.3	69.6	+ 3.3
	1977-78	66.3	68.5	+ 2.2
	1978-79	66.5	69.9	+ 3.4
	1979-80	66.8	69.8	+ 3.0
	1980-81	68.0	70.3	+ 2.3
	1981-82	67.7	70.5	+ 2.8
	1982-83	67.7	69.5	+ 1.8

FIGURE 3

Graphic Display of California Assessment Program Test Results

Survey of Basic Skills: Grade 12 1975-76 through 1982-83

Percent of Items Correct for District vs State



Statewide Testing Results
by District and by School
1982-83 School Year

SUMMARY OF CAP RESULTS

In summary of the District's achievement in basic skills at Grades 3 and 6, San Diego's average student continued to score above the average California pupil in statewide achievement tests. At Grade 12, this conclusion is true only for Mathematics.

Grade 3 pupils continued to score above the achievement of the average third grade pupil in California in Reading, Written Language, and Mathematics on the *Survey of Basic Skills: Grade 3*. San Diego third graders for 1982-83 scored higher than the preceding third-grade classes assessed by the CAP test in Reading, Written Language and Mathematics.

District results on the Grade 6 test are similar to the results for Grade 3. District scores in all three content areas are above the corresponding State average values. Scores have increased each year; with the exception of Reading's dip this year.

District Grade 12 Math scores continue to be well above the State Math scores. The Reading, Written Expression, and Spelling average scores for San Diego seniors are slightly below the corresponding State averages. For the first time, Reading and Written Expression content areas dipped below the statewide averages. Their "margins of advantage" had been reduced substantially over the last four years.

Districtwide average scores on the CAP tests for Grades 3 and 6 are within or above their respective Comparison Score Bands as calculated by the California State Department of Education. Grade 12 scores are below their Comparison Score Bands for Reading, Written Expression and Spelling. The Grade 12 Math score is within its band. The Comparison Score Bands are calculated from school/community background factors (listed on the Profile of School District Performance in Appendix A and graphically illustrated following the profile page).

Individual school test results for each test administered for the California Assessment Program are provided in the appendices of this report (Appendices C, D, and E for Grades 3, 6 and 12, respectively).

APPENDIX A

CALIFORNIA ASSESSMENT PROGRAM RESULTS

SUPPLEMENTAL DATA

1982-83 TESTING

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PROFILE OF SCHOOL DISTRICT PERFORMANCE

1981-82

California Assessment Program

County SAN DIEGO

District SAN DIEGO CITY UNIFIED

Grade and Content Tested	District Mean Score 1979-80	District Mean Score 1980-81	District Mean Score 1981-82	Comparison Score Band 1981-82
Grade 3 Reading	258	260	263	------- *
Written Language	255	258	261	------- *
Mathematics		262	265	------- *
Grade 6 Reading			259	241-259
Written Language			262	248-259
Mathematics	259		265	248-260
Grade 12 Reading	65.2	64.4		63.4-65.4
Written Expression	63.6	63.4		2-65.4
Spelling	69.7	69.5		71.3
Mathematics	69.8	70.3	70.	0

Notes:

1. Grades 3 and 6. A new sixth-grade test was administered for the first time in spring of 1982. As with the introduction of the new third-grade test in 1980, the new sixth-grade *Survey* results are reported in scaled scores. All third- and sixth-grade scores for this year and the two previous years are in scaled scores. (The sixth-grade scores for the two previous years have been converted from percent correct scores to scaled scores.) The scaled scores, which range between 100 and 400, permit comparisons from year to year, among content areas, and across grade levels.

2. Grade 12. Scores for all years are expressed in percent correct units. Because the test is unchanged, 1981-82 scores can be compared with those for earlier years in a given content area.

3. All grades. For explanation and interpretation of all scores and background factors, see A Guide to Interpretation.

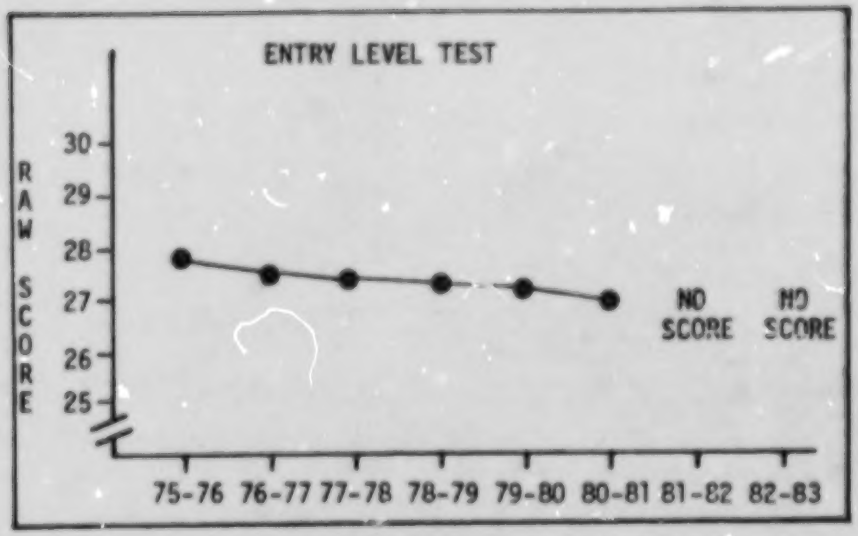
* NO COMPARISON SCORE BAND COULD BE CALCULATED BECAUSE DATA WERE NOT AVAILABLE FOR SOME BACKGROUND FACTORS.

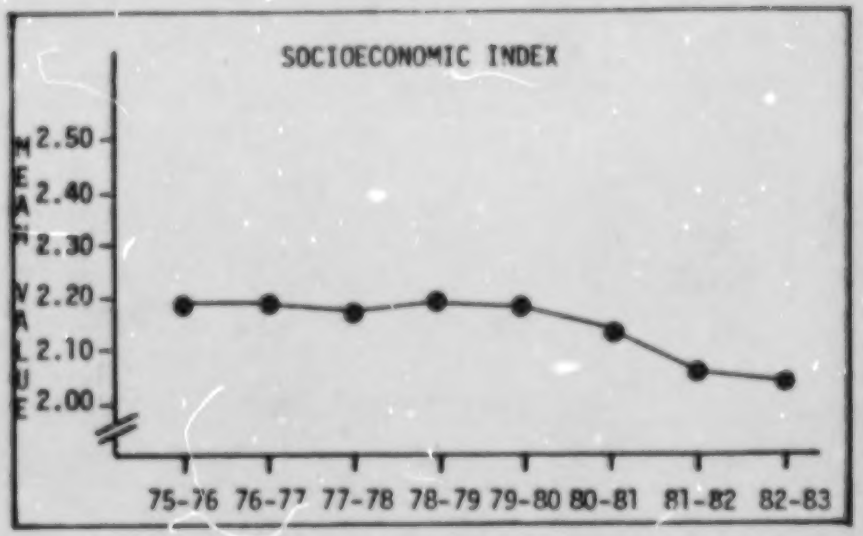
Background Factors Used to Develop Comparison Score Bands	District Value 1979-80	District Value 1980-81	District Value 1981-82
Grade 3			
Entry Level Test	26.93	26.32	--
Socioeconomic Index	2.17	2.11	2.05
Percent AFDC	16.3	18.8	20.6
Percent LES/NES Pupils	8.6	13.1	13.5
Grade 6			
Socioeconomic Index	2.15	2.19	2.11
Percent AFDC	14.7	15.9	19.3
Percent LES/NES Pupils	6.6	7.8	8.8
Grade 12			
Parent Education Index	3.26	3.27	3.25
Percent AFDC	9.0	10.9	12.8

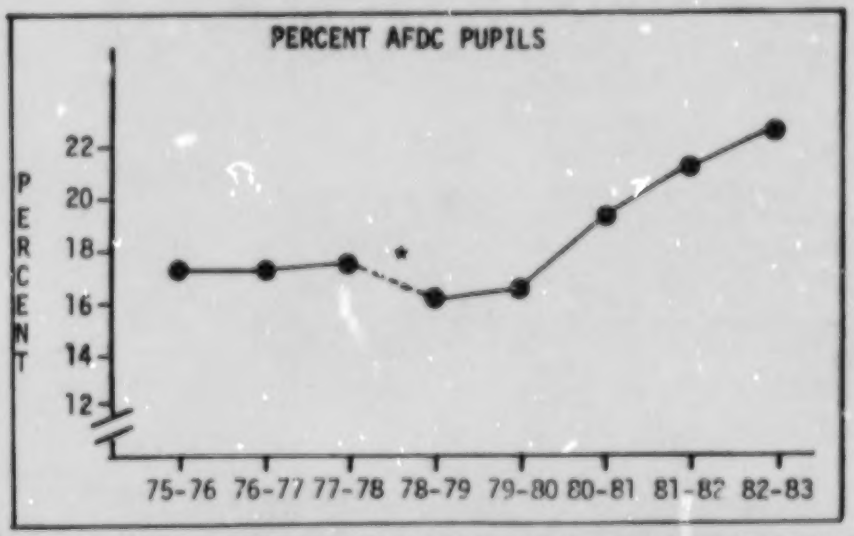
Additional Background Factors (Not Used to Develop Comparison Score Bands)	District Value
Average daily attendance	109.115
Percent minority	47.8
Percent American Indian	0.3
Percent Asian or Pacific Islander	8.5
Percent Filipino	4.9
Percent Black, not of Hispanic origin	15.5
Percent Hispanic	18.6
Percent student mobility	
Grade 1 to 3	59.6
Grade 4 to 6	49.8
Grade 12 students: Where enrolled in grade 10	
Percent this school	79.3
Percent different school in this district	8.2
Percent different district in California	5.3
Percent outside California but in U.S.	4.7
Percent outside U.S.	2.5

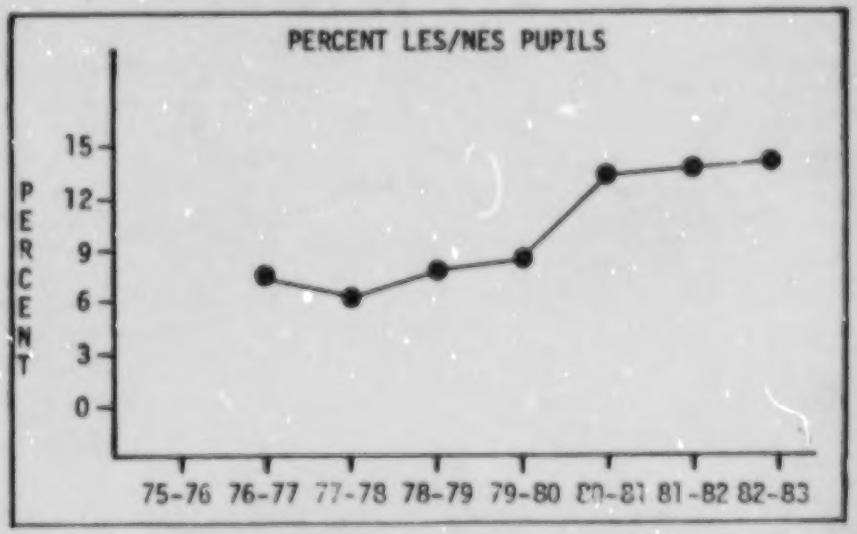
THE 1982-83 CAP PROFILE PAGE WAS NOT AVAILABLE FROM THE STATE DEPARTMENT OF EDUCATION FOR THE PRINTING OF THIS REPORT

DISPLAY OF DISTRICT BACKGROUND FACTORS
SURVEY OF BASIC SKILLS: GRADE 3
1975-76 THROUGH 1982-83









*THE FORMULA FOR CALCULATING THE AFDC PERCENT WAS CHANGED BETWEEN 1977-78 AND 1978-79.

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DISPLAY OF DISTRICT BACKGROUND FACTORS
SURVEY OF BASIC SKILLS: GRADES 6 AND 12
1975-76 THROUGH 1982-83

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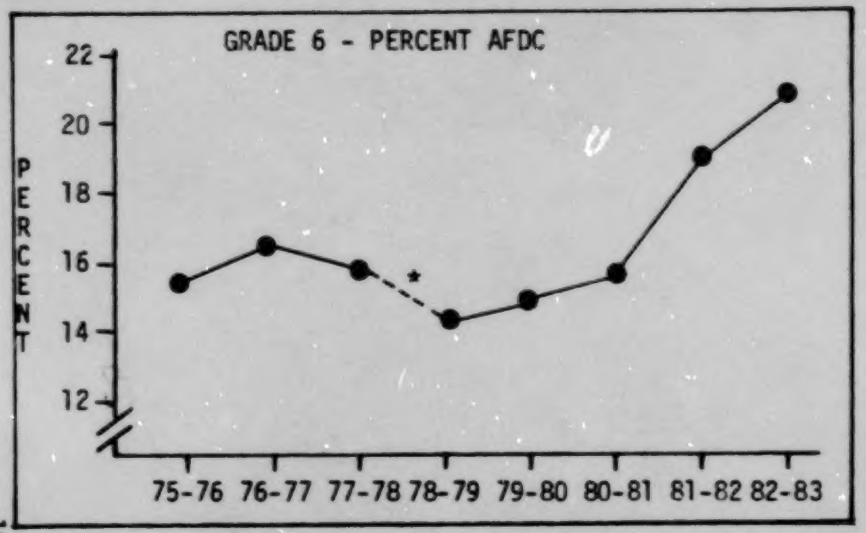

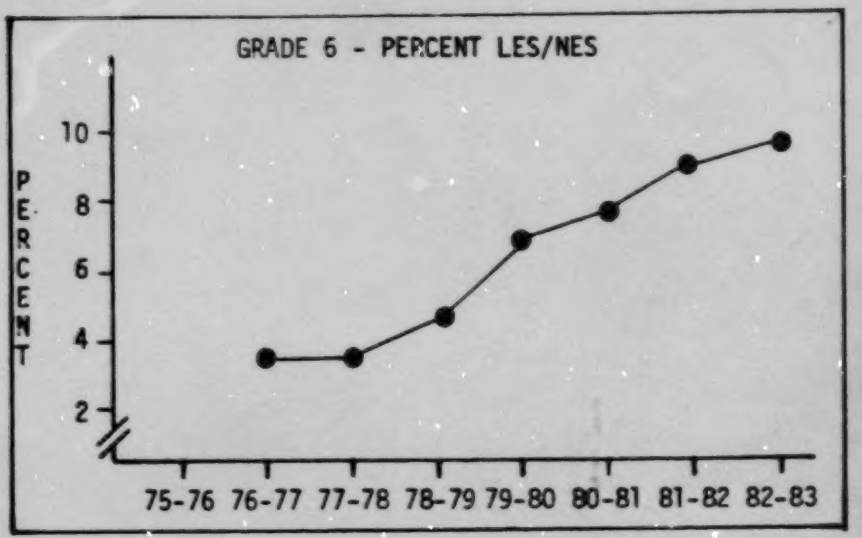

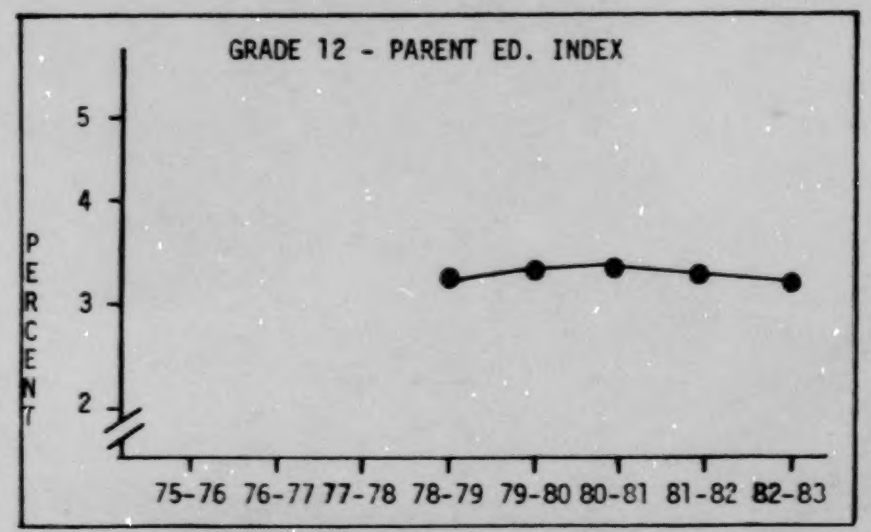

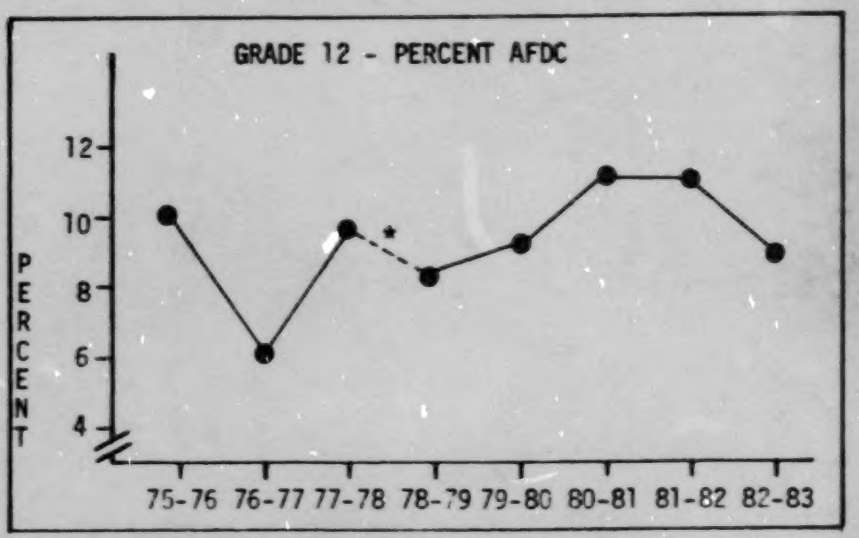

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26 *THE FORMULA FOR CALCULATING THE AFDC PERCENT WAS CHANGED BETWEEN 1977-78 AND 1978-79.

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Statewide Testing Results
by District and by School
1982-83 School Year

The table below contains data of the number of students who were administered tests from the California Assessment Program. Non-English speaking students and certain Special Education pupils were exempted from testing.

SAN DIEGO STUDENTS TESTED BY THE CALIFORNIA ASSESMENT PROGRAM
GRADES 3, 6 AND 12

1982-83

Grade Level	Number of Pupils Enrolled	Number Tested	Percent Tested	Number Exempted Or Absent
3	8284	7451	89.9	833
6	8239	7801	94.7	438
12	7026	6225	88.6	801

APPENDIX B

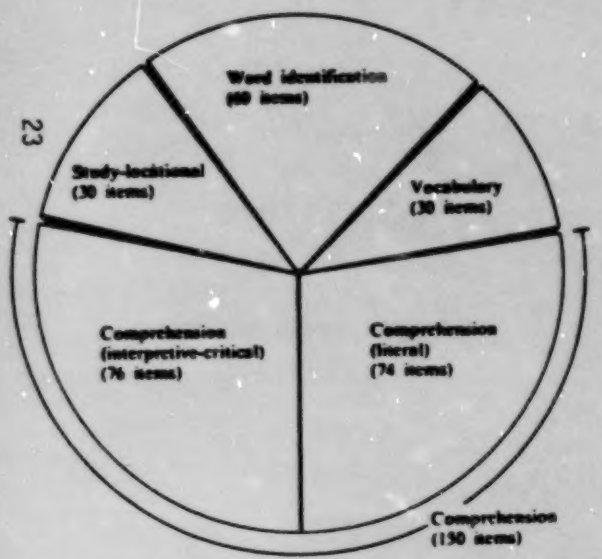
GRAPHIC ILLUSTRATIONS OF TEST CONTENT

GRADES 3, 6 AND 12

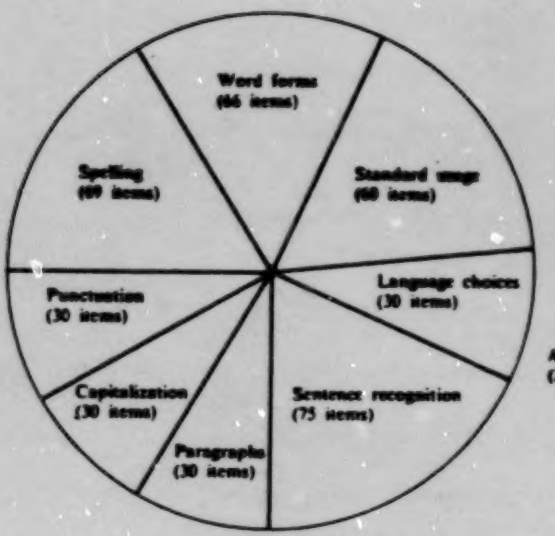
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 3

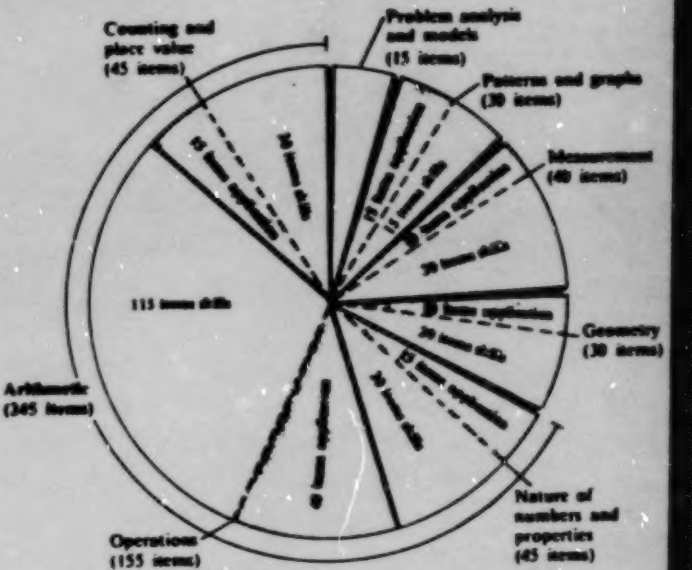
READING



WRITTEN LANGUAGE



MATHEMATICS



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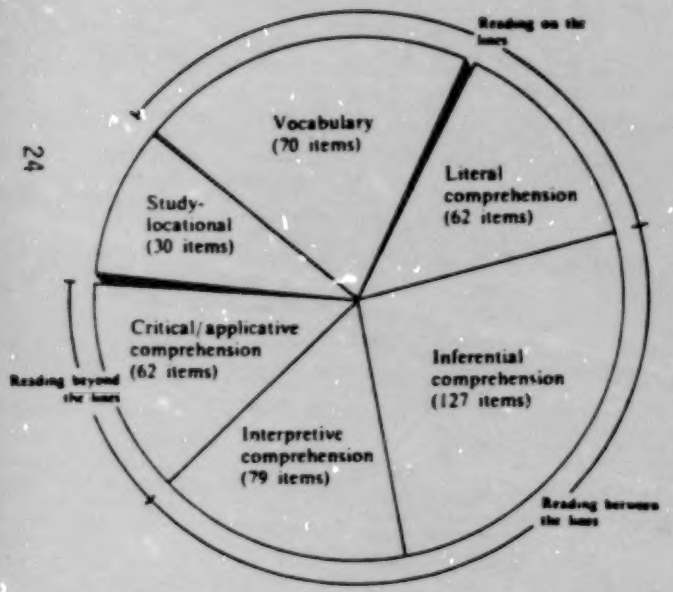
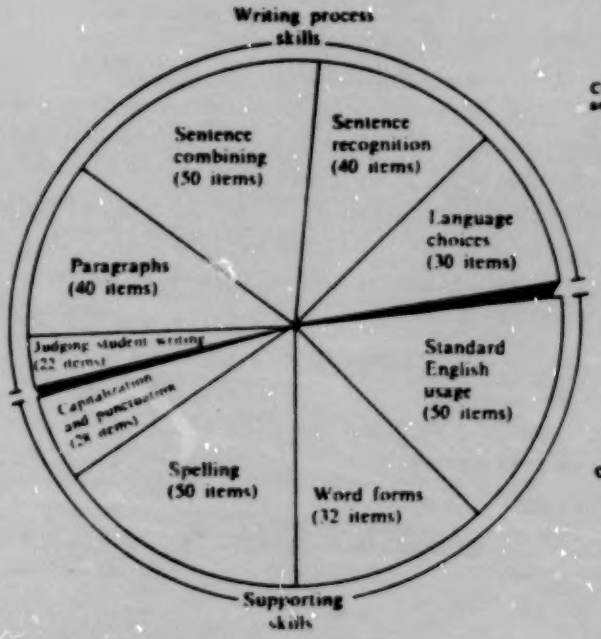
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 6

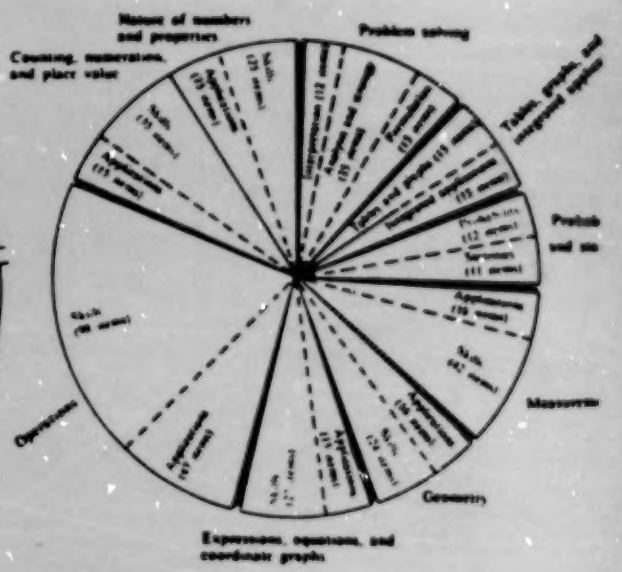
READING



WRITTEN LANGUAGE



MATHEMATICS



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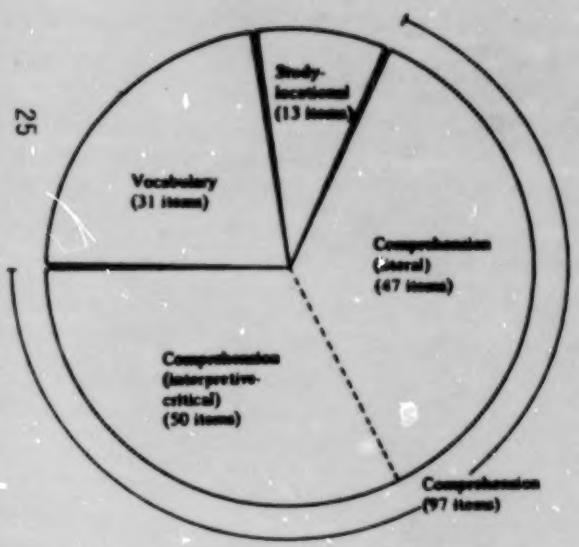
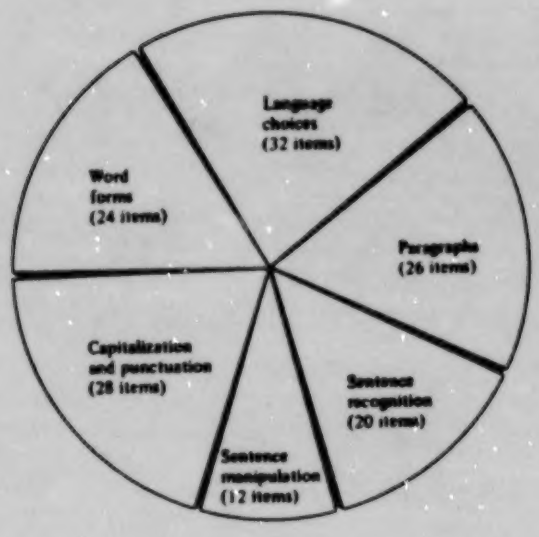
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 12

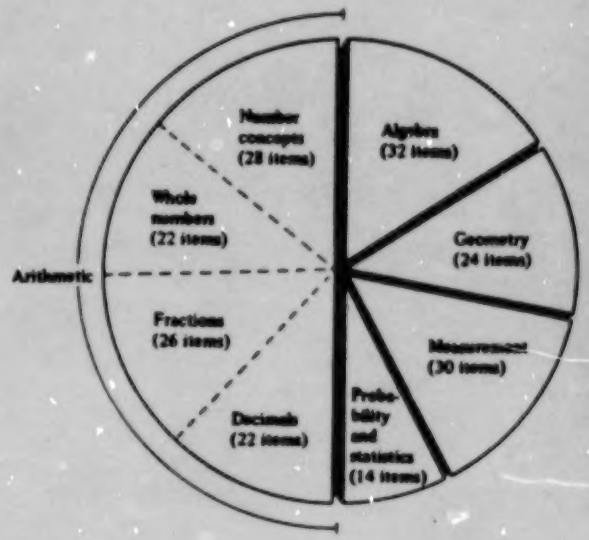
READING



WRITTEN EXPRESSION



MATHEMATICS



*There is no corresponding graphic presentation for the Spelling content area provided by the California Assessment Program

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APPENDIX C

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 3

MAY 1978 THROUGH MAY 1983

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
DISTRICT	247	245	258	260	263	268	255	258	267	274	257	262	265	270	53.7	2.03	22.3	13.7
ADAMS	258	245	240	242	242	240	246	231	256	240	259	248	246	257	53.1	1.59	31.0	29.7
ALCOTT	346	307	339	359	256	295	339	302	279	299	377	353	279	303	40.5	2.02	15.8	7.3
ANDERSEN	308	321	259	275	284	276	258	270	261	285	260	249	254	239	26.9	2.21	7.9	4.2
ANGIER	233	243	240	273	255	237	253	284	262	250	229	247	246	219	41.6	2.02	26.4	0.0
AUDUBON	199	207	216	240	225	220	224	229	229	233	222	250	254	239	73.5	1.74	24.0	10.8
BAKER	169	114	163	217	197	227	184	202	208	236	200	220	212	244	78.5	1.39	37.5	28.4
BALBOA	200	159	170	202	212	222	184	203	212	220	193	211	223	246	94.0	1.45	42.0	34.4
BARNARD	269	270	273	253	260	270	269	248	257	259	275	263	276	252	41.0	2.03	17.3	10.5
BAY PARK	285	306	310	306	298	287	311	278	283	286	273	277	291	289	35.2	2.27	16.0	12.1
BAYVIEW TERRACE	263	254	250	304	266	269	270	294	291	289	252	301	264	271	32.7	1.71	22.3	13.3
BENCHLEY/WEINBERGER	310	258	272	321	324	301	255	278	322	300	235	314	330	282	39.1	2.46	13.5	1.5
BIRD ROCK	400	352	332	346	282	302	315	372	266	317	321	355	299	277	24.6	2.78	7.4	4.2
BIRNEY	227	267	241	248	235	248	229	267	226	243	241	251	237	245	54.6	1.66	29.6	24.1
BOONE	227	216	234	247	237	254	235	240	244	258	217	238	242	255	77.5	2.09	26.5	5.1
BREEN	261	263	275	290	290	259	283	303	305	273	261	291	283	265	37.5	2.44	8.1	0.0
BROOKLYN	198	232	223	235	237	226	206	232	241	239	216	209	235	238	71.8	1.73	37.5	24.3
BURBANK	147	165	184	147	206	272	191	154	203	259	185	174	232	264	84.0	2.07	38.4	65.5
CABRILLO	232	293	295	264	263	301	281	262	275	332	279	267	274	296	27.0	1.79	16.2	11.8
CADMAN	290	262	286	280	235	266	265	252	238	259	285	270	238	248	50.0	2.24	23.6	35.3
CARSON	223	226	252	206	220	225	228	207	222	228	250	227	243	220	72.7	1.60	36.8	20.3
CARVER	269	262	233	272	265	266	252	254	260	277	269	232	225	267	46.2	1.27	23.7	0.0

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1982-83*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1982-83 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
CENTRAL	171	200	209	192	228	278	200	197	238	278	202	198	254	270	74.6	1.41	39.5	24.4
CHESTERTON	263	286	248	259	246	262	253	261	258	272	284	268	290	265	45.9	1.97	22.3	1.3
CHOLLAS	191	142	203	185	221	274	190	196	215	281	212	224	254	316	78.3	1.35	32.1	36.5
CLAY	313	263	319	300	316	305	309	289	312	302	280	278	295	296	38.5	2.06	14.8	5.7
CLEVELAND	249	334	342	294	292	341	323	297	290	335	310	307	263	308	20.0	2.40	7.5	3.8
CROWN POINT	287	310	272	279	263	337	254	271	252	325	274	202	277	326	32.6	2.12	15.8	17.1
CUBBERLEY	275	306	276	269	288	257	266	278	253	257	288	265	281	253	35.7	2.29	16.8	9.7
CURIE	325	320	324	259	339	354	312	285	313	340	304	288	332	340	15.1	2.65	3.0	0.0
DAILARD	319	321	337	332	309	280	320	308	309	284	308	307	302	294	32.6	2.57	11.1	8.3
DARNALL	237	235	253	213	228	248	232	224	235	257	235	203	227	246	55.4	1.81	33.2	20.9
DECATUR	359	357	341	279	318	277	335	298	356	297	351	274	335	278	40.9	2.16	13.3	26.3
DEWEY	250	230	264	266	276	256	269	245	265	256	248	245	251	233	55.7	2.07	30.0	3.3
DOYLE	--	337	289	335	352	294	298	283	330	321	305	317	304	332	27.3	2.79	11.0	31.4
EDISON	213	223	229	227	242	221	220	233	246	224	240	228	239	221	59.0	1.63	33.8	17.4
EMERSON	--	164	186	199	208	269	181	205	210	273	194	245	263	279	86.6	1.55	40.3	42.1
ENCANTO	179	206	228	242	230	243	226	241	222	247	239	239	237	251	57.1	2.04	26.6	6.9
ERICSON	295	281	288	302	291	325	280	310	316	332	281	305	292	309	32.1	2.59	3.1	1.4
EUCLID	226	229	224	222	219	232	210	207	237	260	213	229	221	242	74.2	1.39	37.8	32.4
FARNUM	287	294	275	305	235	278	260	294	251	285	260	281	250	257	23.2	2.23	19.2	22.7
FIELD	278	268	237	239	298	269	259	249	287	272	261	236	283	255	37.7	2.14	19.8	8.3
FLETCHER	261	311	292	263	230	274	295	289	259	298	272	275	226	276	56.2	2.05	20.7	17.1
FLORENCE	261	279	260	215	257	283	252	216	247	278	236	222	227	292	45.1	2.52	20.3	4.3
FORWARD	290	350	298	290	356	337	288	271	410	350	294	266	376	344	28.0	1.66	13.2	10.0

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
FOSTER	273	274	271	276	305	268	279	275	319	291	267	243	292	290	39.5	2.29	14.8	0.0
FRANKLIN	293	275	294	263	254	282	269	242	288	307	285	241	306	291	44.6	1.94	21.3	5.9
FREESE	209	206	224	224	227	262	215	220	225	266	234	257	241	259	85.7	1.67	22.3	3.2
FREMONT	283	280	270	283	294	329	272	286	309	331	276	310	315	309	43.2	2.46	18.0	10.3
FULTON	201	213	216	233	246	234	234	240	267	252	224	250	257	248	60.1	2.25	27.1	1.8
GAGE	314	313	289	299	293	272	302	291	282	293	288	292	271	267	20.8	2.69	4.9	0.0
GRANT	292	302	317	309	293	269	326	332	285	282	295	345	297	279	40.0	2.40	16.2	1.2
GREEN	317	355	303	273	263	323	278	300	282	334	296	324	279	304	46.1	2.67	12.7	3.5
HAMILTON	228	233	211	213	230	218	233	220	236	225	248	203	227	232	60.3	1.30	27.2	7.4
HANCOCK	213	218	243	235	251	247	241	241	258	253	249	260	256	249	43.2	2.20	34.7	3.1
HARDY	313	294	292	277	239	260	289	253	255	266	280	268	242	258	44.5	2.33	13.3	3.4
HAWTHORNE	300	324	306	291	306	294	288	280	295	314	290	293	276	280	38.0	2.49	12.9	5.7
HEARST	325	303	299	296	296	292	301	293	298	334	290	325	303	350	19.6	2.88	4.3	6.1
HICKMAN	229	249	260	272	269	301	265	278	300	297	277	289	292	284	39.4	2.21	8.0	1.4
HOLMES	277	281	311	266	329	266	279	276	315	270	289	268	284	271	20.5	2.70	5.2	2.3
HORTON	168	174	169	192	205	234	185	190	213	234	167	208	215	226	86.2	1.34	35.9	15.5
JACKSON	286	249	270	266	259	264	276	245	250	244	258	236	238	261	63.8	1.33	33.9	26.3
JEFFERSON	248	257	251	215	256	249	238	239	257	244	256	236	237	245	54.6	1.79	28.1	15.3
JERABEK	--	294	253	341	315	314	260	318	317	295	265	337	310	321	19.1	2.62	5.8	9.8
JOHNSON	223	179	219	251	302	284	237	257	318	300	219	239	260	275	62.5	2.17	27.8	0.0
JONES	322	236	257	253	280	292	259	245	268	278	254	226	249	265	30.2	2.21	15.4	2.6
JUAREZ	261	324	252	262	278	254	229	282	314	302	251	258	314	308	33.0	2.24	11.2	0.0
KENNEDY	200	204	185	191	198	202	188	195	197	219	189	213	214	220	96.9	1.44	38.7	24.2

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
KNOX	134	168	190	240	249	227	190	238	258	233	185	257	266	231	90.3	2.06	34.3	8.0
LAFAYETTE	284	273	264	299	289	298	243	283	324	326	243	264	283	298	34.4	2.55	8.8	1.9
LA JOLLA	321	326	313	306	300	260	321	308	308	267	289	308	291	280	44.4	2.31	13.4	25.0
LEE	239	242	240	246	253	264	242	245	253	284	234	252	254	260	67.0	2.30	16.6	8.7
LINDA VISTA	195	180	173	192	186	224	180	202	187	222	198	233	248	248	80.6	1.49	42.4	65.0
LINDBERGH	260	265	254	265	300	255	249	267	283	255	249	259	269	238	44.7	2.09	17.1	2.0
LOGAN	149	163	174	197	221	212	178	178	207	224	178	222	218	212	97.8	1.28	42.1	47.7
LOMA PORTAL	314	297	306	314	296	318	291	316	289	305	293	365	317	300	16.3	2.32	8.0	0.0
LONGFELLOW	281	270	262	252	251	251	243	242	240	260	269	256	247	294	47.1	2.13	18.4	0.0
LOWELL	171	105	174	202	212	261	170	212	226	287	177	247	231	251	78.9	1.65	36.2	47.9
MACDOWELL	287	329	289	266	351	313	287	285	343	327	289	288	336	293	27.5	2.61	8.9	2.3
MARCY	309	328	298	296	340	283	309	287	329	318	313	285	349	298	23.8	2.57	2.5	2.2
MARSHALL	251	250	270	251	258	231	255	252	278	228	277	244	257	262	64.8	1.39	30.7	28.6
MARVIN	302	292	328	279	290	329	306	304	298	319	295	296	306	346	15.8	2.70	4.1	0.0
MASON	276	271	294	270	290	291	288	270	293	288	286	305	301	298	43.5	2.44	10.4	0.9
MCKINLEY	281	271	287	271	288	248	277	270	286	252	276	255	279	264	31.4	2.25	20.9	10.7
MILLER	227	242	254	256	268	267	258	244	273	267	246	248	254	259	39.6	2.12	29.1	1.2
MIRAMAR RANCH	331	321	294	309	338	309	300	302	334	305	298	271	325	298	21.8	2.70	4.1	13.2
MONTEZUMA	337	355	258	302	312	295	262	266	312	291	263	282	317	354	58.9	2.00	32.5	31.0
MUIR ALTERNATIVE	--	--	272	299	238	294	253	252	238	257	276	250	226	278	33.9	2.35	19.4	0.0
OAK PARK	245	221	216	213	264	288	220	219	283	284	219	211	266	293	44.9	1.84	17.5	7.0
OCEAN BEACH	277	283	272	270	290	300	255	250	274	290	286	265	294	289	38.8	1.92	27.0	8.1
PACIFIC BEACH	302	291	246	253	273	285	261	271	281	274	262	265	307	290	42.2	2.23	19.1	13.3

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
PARADISE HILLS	239	245	258	273	279	274	259	265	275	280	261	271	264	275	74.6	2.06	23.3	4.5
PENN	230	233	251	232	250	262	254	233	267	290	254	241	246	257	63.2	2.05	13.7	2.4
PERRY	237	259	271	251	263	266	264	254	267	272	273	251	270	257	71.2	1.99	25.1	1.3
ROLANDO PARK	299	276	277	306	289	295	270	300	275	302	268	277	287	283	50.4	1.86	20.9	0.0
ROSS	326	276	218	286	305	305	312	308	305	297	312	293	292	307	41.4	2.13	20.5	15.0
ROWAN	255	260	240	238	236	273	237	230	240	260	284	276	258	265	57.4	2.22	23.1	5.6
SANDBURG	280	295	301	324	306	310	288	317	330	320	286	293	310	299	34.4	2.71	7.5	3.9
SCRIPPS	290	283	314	258	282	294	293	290	300	288	289	293	299	261	52.7	1.95	19.8	36.8
SEQUOIA	298	281	299	257	249	294	292	242	253	310	302	247	226	278	40.2	2.32	14.2	6.9
SESSIONS	287	295	305	342	291	278	298	324	277	290	310	314	290	305	15.8	2.70	3.3	1.9
SHERMAN	163	194	188	190	183	200	188	185	186	210	196	219	209	224	96.4	1.29	37.5	46.3
SILVER GATE	271	273	295	287	278	271	300	280	273	288	315	294	262	263	40.3	2.19	15.3	1.4
SPRECKELS	319	307	319	311	328	298	316	297	323	304	306	308	308	309	45.4	2.49	15.7	21.7
STEVENSON	220	274	220	253	243	274	236	283	260	284	238	275	251	239	38.8	1.78	17.6	22.2
STOCKTON	179	166	198	191	196	211	196	190	187	207	203	211	187	222	95.6	1.10	41.4	33.3
SUNSET VIEW	338	346	258	278	278	306	277	287	283	311	275	285	268	285	35.8	2.47	14.2	6.4
TIERRASANTA	286	279	278	291	316	312	276	294	302	307	276	272	269	285	15.8	2.72	3.4	0.0
TOLER	307	391	284	297	317	391	292	280	323	304	293	291	326	385	23.5	2.77	4.5	4.5
TORREY PINES	321	306	360	327	304	286	322	300	297	286	342	317	348	309	40.4	2.28	9.2	38.3
VALENCIA PARK	174	191	185	197	230	240	193	200	233	238	191	194	244	239	83.3	1.75	23.7	1.1
VISTA GRANDE	--	311	296	316	327	329	314	338	344	349	307	325	327	320	12.3	2.83	1.5	0.0
WALKER	293	292	302	285	296	306	278	283	309	308	298	296	289	300	35.2	2.22	8.2	1.4
WASHINGTON	191	205	210	210	211	239	212	238	195	243	183	198	202	242	77.9	1.16	35.8	42.2

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 8
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1978 THROUGH MAY 1983

SCHOOL NAME	READING						WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1977-78	78-79	79-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
WEBSTER	257	250	277	300	277	287	258	289	295	288	254	300	283	286	57.7	1.59	18.4	1.2
WEGEFORTH	247	273	276	337	275	289	289	319	279	284	287	288	262	311	37.2	2.14	10.9	7.1
WHITMAN	256	237	266	300	281	305	264	280	271	305	273	298	279	269	31.5	2.34	13.9	7.7
WHITTIER	275	293	303	292	238	251	289	265	266	247	233	266	244	260	38.8	2.22	19.2	33.3

APPENDIX D

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 6

MAY 1980 THROUGH 1983

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
DISTRICT	249	256	259	256	247	256	262	269	255	264	265	269	53.7	2.05	20.9	9.8
ADAMS	256	245	246	228	242	260	251	247	236	251	241	244	53.1	1.41	31.0	34.3
ALCOTT	307	281	276	260	286	289	282	272	294	268	268	270	40.5	2.32	15.8	9.8
ANDERSEN	260	255	270	292	262	246	264	273	269	236	260	325	26.9	2.28	7.9	8.3
ANGIER	246	238	258	221	258	240	264	250	251	237	241	226	41.6	2.68	26.4	0.0
AUDUBON	216	211	229	234	223	215	235	258	216	230	232	265	73.5	1.63	24.0	6.8
BAKER	168	182	193	199	183	203	208	238	181	216	213	242	78.5	1.55	37.5	29.7
BALBOA	178	210	175	191	203	223	208	227	204	235	216	230	94.0	1.62	42.0	9.9
BARNARD	253	255	262	247	255	255	257	256	280	284	272	272	41.0	1.91	17.3	15.2
BAY PARK	290	273	275	284	274	285	250	280	268	258	263	278	35.2	2.22	16.0	4.3
BAYVIEW TERRACE	269	261	260	279	249	255	248	276	242	280	262	269	32.7	1.49	22.3	7.9
BENCHLEY/WEINBERG.	318	364	330	280	308	346	340	308	339	364	339	272	39.1	2.38	13.5	4.5
BIRD ROCK	283	341	283	359	338	376	300	360	346	411	313	354	24.6	2.56	7.4	3.7
BIRNEY	255	255	259	229	260	245	263	237	267	225	247	245	54.6	1.73	29.6	6.3
BOONE	203	231	228	256	214	220	249	275	220	222	234	247	77.5	1.80	26.5	0.0
BROOKLYN	240	233	236	235	224	242	242	254	241	228	247	258	71.8	1.62	37.5	10.4
CABRILLO	239	249	263	258	248	267	245	262	252	278	280	246	27.0	1.55	16.2	2.1
CADMAN	244	262	255	280	246	245	269	280	241	258	282	283	50.0	2.37	23.6	18.6
CARSON	238	251	225	192	256	260	242	221	247	291	260	248	72.7	1.81	36.8	37.2
CARVER	250	261	272	277	238	255	266	281	286	271	288	284	46.2	1.74	23.7	0.0
CENTRAL	208	213	191	212	220	226	224	247	207	229	231	258	74.6	1.33	39.5	20.5
CHESTERTON	281	240	254	243	275	251	294	266	295	257	286	269	45.9	2.12	22.3	3.8

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS' *PUPIL ETHNIC CENSUS, 1982-83*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1982-83 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
CHOLLAS	178	175	213	221	192	191	235	254	200	213	239	245	78.3	1.63	32.1	19.3
CLAY	255	255	274	266	245	274	253	287	266	274	257	264	38.5	2.34	14.8	2.3
CLEVELAND	285	279	293	299	322	275	278	288	352	300	303	318	20.0	2.25	7.5	10.3
CREATIVE AND PERFORMING ARTS	271	286	287	280	263	272	301	285	253	266	283	281	46.6	2.26	N/A	0.9
CROWN POINT	208	240	278	231	232	247	263	252	244	238	284	243	32.6	1.79	15.8	12.5
CUBBERLEY	250	253	322	261	255	245	288	296	246	247	277	263	35.7	1.67	16.8	12.1
CURIE	300	315	306	290	291	290	302	289	297	327	320	310	15.1	2.68	3.0	2.4
DAILARD	284	291	273	289	289	300	287	285	294	300	302	305	32.6	2.70	11.1	3.4
DARNALL	239	246	254	256	267	257	249	284	294	268	263	285	55.4	1.17	33.2	13.3
DECATUR	309	284	305	306	303	286	295	308	317	283	293	330	40.9	2.69	13.3	9.3
DEWEY	279	244	268	268	284	263	258	282	293	283	281	264	55.7	2.03	30.0	0.0
DOYLE	268	310	280	322	259	310	274	292	273	303	284	290	27.3	2.83	11.0	10.4
EDISON	237	233	227	240	240	200	266	269	269	237	233	254	59.0	1.52	30.8	31.0
EMERSON	173	185	176	221	175	203	214	235	181	229	232	253	86.6	1.36	40.3	23.9
ENCANTO	230	263	262	248	228	256	262	256	244	267	269	265	57.1	2.17	26.6	3.0
ERICSON	276	279	279	284	265	275	280	290	267	288	283	284	32.1	2.79	3.1	1.1
EUCLID	244	237	222	215	235	244	232	226	246	251	237	244	74.2	1.57	37.8	37.7
FARB	246	260	253	247	239	259	256	260	235	247	251	253	31.5	2.14	20.2	1.3
FARNUM	286	261	295	304	267	250	279	297	254	257	311	298	23.2	2.75	19.2	5.6
FIELD	272	238	228	287	267	235	250	296	304	260	226	300	37.7	1.84	19.8	3.8
FLETCHER	277	344	267	299	278	295	256	284	270	299	253	274	56.2	1.78	20.7	5.6
FLORENCE	252	279	289	280	283	281	309	293	291	267	323	285	45.1	1.68	20.3	15.8

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
FORWARD	308	258	292	258	276	258	280	257	275	273	266	262	28.0	2.12	13.2	14.0
FOSTER	276	281	284	270	281	270	276	282	265	267	281	266	39.5	1.48	14.8	1.1
FRANKLIN	277	261	296	303	276	263	267	279	265	271	287	308	44.6	2.33	21.3	6.1
FREESE	216	227	241	245	229	234	245	268	239	244	255	265	85.7	1.64	22.3	3.3
FREMONT	248	248	253	253	246	232	263	255	263	245	251	271	43.2	2.17	18.0	2.4
FULTON	222	230	246	232	243	233	246	268	243	249	243	250	60.1	1.48	27.1	1.1
GAGE	326	296	322	296	281	295	316	291	304	305	318	318	20.8	2.64	4.9	3.8
GRANT	311	316	285	277	281	307	284	280	294	283	286	290	40.0	2.21	16.2	3.0
GREEN	280	291	256	277	310	302	279	307	293	288	268	277	46.1	2.37	12.7	7.1
HAMILTON	223	244	208	229	211	243	219	257	211	217	221	259	60.3	1.50	27.2	9.2
HARDY	300	279	326	293	291	269	298	304	297	288	319	299	44.5	2.56	13.3	3.5
HAWTHORNE	265	294	286	266	283	287	304	294	314	303	304	287	38.0	1.67	12.9	3.1
HEARST	313	309	317	295	306	290	297	288	350	349	324	305	19.6	2.71	4.3	4.1
HICKMAN	261	270	257	268	255	253	271	291	249	275	274	273	39.4	2.10	8.0	1.2
HOLMES	285	283	284	297	262	272	278	308	279	270	307	285	20.5	2.44	5.2	0.0
HORTON	189	182	226	213	220	202	230	231	209	229	235	236	86.2	1.58	35.9	13.6
JACKSON	276	245	268	249	275	253	248	233	254	251	253	239	63.8	1.89	33.9	32.9
JEFFERSON	245	270	255	239	240	236	251	251	241	251	275	250	54.6	2.07	28.1	13.9
JERABEK	313	342	280	294	318	317	278	289	300	331	275	307	19.1	2.73	5.8	8.2
JOHNSON	183	255	239	278	210	272	243	282	218	307	235	282	62.5	2.18	27.8	0.0
JONES	247	276	282	304	245	283	285	315	258	284	281	336	30.2	2.40	15.4	0.0
JUAREZ	257	253	326	244	260	273	292	276	298	271	321	297	33.0	1.93	11.2	0.0
KEILLER	266	267	226	215	231	252	256	240	227	252	227	254	73.7	2.56	25.3	0.0

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
KENNEDY	182	188	203	190	188	209	211	230	172	222	219	199	96.9	1.69	38.7	15.7
KNOX	194	206	203	207	199	217	224	239	210	212	207	231	90.3	1.47	34.3	2.9
LAFAYETTE	264	247	261	241	289	253	257	242	255	253	255	241	34.4	2.75	8.8	3.6
LA JOLLA	300	300	277	253	316	293	258	276	306	310	281	289	44.4	2.62	13.4	10.5
LEE	232	263	258	256	232	254	254	267	251	260	249	258	67.0	2.30	16.6	1.0
LINDA VISTA	190	211	202	202	195	213	221	225	205	242	235	242	80.6	1.31	42.4	47.5
LINDBERGH	240	255	265	253	237	255	276	280	239	260	249	243	44.7	2.29	17.1	0.0
LOGAN	182	193	182	200	186	203	190	227	191	225	222	234	97.8	1.53	42.1	20.6
LOMA PORTAL	322	289	307	292	305	246	304	305	318	294	304	313	16.3	2.33	8.0	0.0
LONGFELLOW	271	327	283	289	281	325	257	257	292	255	263	286	47.1	2.46	18.4	0.0
LOWELL	166	188	193	186	178	177	206	207	184	196	222	228	78.9	1.13	36.2	67.9
MACDOWELL	298	315	318	303	280	282	330	285	279	298	329	307	27.5	2.25	8.9	1.9
MARCY	337	313	321	318	313	306	315	326	343	343	324	318	23.8	2.65	2.5	2.1
MARSHALL	265	257	225	226	247	243	242	263	259	301	239	275	64.8	1.48	30.7	33.3
MARVIN	300	295	297	280	291	296	304	315	292	302	304	309	15.8	2.75	4.1	0.0
MASON	258	269	271	268	244	260	262	270	270	268	277	276	43.5	2.24	10.4	3.0
MCKINLEY	265	265	277	295	279	289	280	280	294	298	272	284	31.4	2.02	20.9	0.0
MIRAMAR RANCH	286	321	313	303	299	295	301	310	308	309	315	299	21.8	2.82	4.1	10.8
MONTEZUMA	332	271	323	294	306	239	310	313	294	239	290	263	58.9	1.52	32.5	64.0
MUIR ALTERNATIVE	254	276	300	293	227	246	265	272	218	243	309	272	33.9	2.25	19.4	0.0
OAK PARK	237	244	236	269	232	241	245	274	244	237	244	256	44.9	2.23	17.5	0.0
OCEAN BEACH	273	277	306	290	251	245	283	279	250	253	286	271	38.8	1.96	27.0	10.8
PACIFIC BEACH	276	247	261	285	258	246	273	265	270	236	278	253	42.2	2.18	19.1	15.8

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
PARADISE HILLS	253	261	256	260	245	258	273	283	252	282	268	266	74.6	2.11	23.3	1.9
PENN	247	240	244	247	231	241	253	277	233	242	240	255	63.2	2.28	13.7	0.0
PERRY	254	259	243	267	258	246	259	261	284	263	249	267	71.2	2.04	25.1	2.8
ROLANDO PARK	258	302	303	306	300	318	288	306	282	322	296	307	50.4	1.94	20.9	0.0
ROSS	270	264	280	291	257	288	270	298	239	256	265	288	41.4	2.11	20.5	13.2
ROWAN	203	213	260	245	234	241	253	250	214	225	250	242	57.4	1.50	23.1	0.0
SANDBURG	267	270	274	290	283	284	291	298	258	277	280	282	34.4	2.40	7.5	0.8
SCRIPPS	274	269	308	299	284	270	312	311	302	300	309	314	52.7	2.37	19.8	7.4
SEQUOIA	244	247	264	254	256	233	250	267	261	289	260	284	40.2	2.35	14.2	4.5
SESSIONS	313	285	314	314	297	295	289	316	299	290	287	305	15.8	2.83	3.3	0.0
SHERMAN	166	180	163	181	185	193	184	208	192	217	213	216	96.4	1.23	37.5	59.8
SILVER GATE	253	274	271	271	270	272	273	296	287	301	291	289	40.3	2.33	15.3	0.0
SPRECKELS	298	268	297	279	272	277	280	270	287	271	282	291	45.4	2.45	15.7	20.3
STEVENSON	254	233	272	249	252	256	271	261	255	234	271	256	38.8	1.91	17.6	8.6
STOCKTON	183	207	182	186	188	198	200	224	200	225	185	217	95.6	1.21	41.4	15.9
SUNSET VIEW	284	313	295	270	301	323	294	297	293	302	286	306	35.8	2.30	14.2	14.3
TOLER	300	320	299	279	277	307	337	296	290	331	330	301	23.5	2.55	4.5	0.0
TORREY PINES	304	280	256	298	306	296	255	284	300	302	269	311	40.4	2.37	9.2	13.0
VALENCIA PARK	213	204	202	207	232	220	214	234	216	222	238	221	83.3	1.70	23.7	3.3
WALKER	266	270	268	257	252	270	273	279	255	259	267	267	35.2	2.34	8.2	3.2
WASHINGTON	198	196	240	273	206	213	259	266	229	221	256	265	77.9	1.45	35.8	38.7
WEBSTER	229	263	262	244	228	241	280	277	250	269	266	267	57.7	2.36	18.4	0.0
WEGEFORTH	288	251	297	239	265	240	260	254	259	265	295	270	37.2	2.38	10.9	5.1

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOL
MAY 1980 THROUGH MAY 1983

SCHOOL NAME	READING				WRITTEN LANGUAGE				MATHEMATICS				SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	1979-80	80-81	81-82	82-83	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
WHITMAN	255	256	291	279	251	267	270	300	258	296	300	296	31.5	2.19	13.9	2.4
WHITTIER	250	249	284	269	248	259	284	294	267	260	269	266	38.8	2.46	19.2	13.9

APPENDIX E

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 12

DECEMBER 1978 THROUGH DECEMBER 1982

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 12
DECEMBER 1978 THROUGH DECEMBER 1982
AVERAGE PERCENT OF ITEMS CORRECT
FOR RESPECTIVE SCHOOLS

SCHOOL NAME	READING					WRITTEN EXPRESSION					SPELLING					MATHEMATICS					BACKGROUND FACTORS*		
	1978	79	80	81	82	1978	79	80	81	82	1978	79	80	81	82	1978	79	80	81	82	PERCENT MINORITY	PEI	PERCENT AFDC
DISTRICT	65	65	65	64	63	64	64	63	64	62	70	70	70	69	69	70	70	70	71	70	44.9	3.18	8.5
CLAIREMONT	70	72	70	70	64	69	70	68	68	65	73	73	70	72	70	76	76	75	76	71	44.6	3.07	8.4
CRAWFORD	66	63	66	66	64	65	64	64	66	63	70	70	70	70	70	72	71	71	73	71	50.3	3.10	12.6
GOMPERS SECONDARY	--	--	80	77	76	--	--	78	79	77	--	--	79	76	74	--	--	90	87	87	60.2	3.93	18.1
HENRY	68	68	66	67	67	69	69	67	68	67	72	73	71	72	72	74	75	74	75	75	29.3	3.62	7.0
HOOVER	64	59	60	57	55	61	59	61	59	53	70	64	65	66	65	69	64	66	65	63	57.4	2.33	15.9
KEARNY	66	65	65	64	62	63	63	62	61	60	70	70	70	68	68	70	68	68	68	70	55.1	2.87	14.5
LA JOLLA	74	73	72	70	69	73	71	70	71	71	76	72	74	72	72	80	77	79	78	77	20.9	4.19	4.6
LINCOLN	50	46	49	51	49	45	45	46	50	47	60	59	60	62	58	50	49	54	56	51	96.7	2.63	13.5
MADISON	67	67	68	65	62	66	64	66	63	59	70	70	70	70	70	73	73	73	72	69	41.5	3.07	6.1
MIRA MESA JR-SR	64	67	64	63	63	61	63	63	62	62	71	71	70	70	71	68	71	69	70	68	35.5	3.23	3.7
MISSION BAY	69	68	68	66	66	68	66	68	65	67	71	71	71	72	68	73	73	73	72	73	27.6	3.46	6.5
MORSE	59	58	58	58	59	58	59	55	57	58	68	66	68	68	70	61	61	60	64	64	82.4	2.79	8.6
MUIR ALTERNATIVE	--	56	70	57	63	--	59	70	62	62	--	65	54	60	53	--	54	57	62	64	33.9	3.88	19.4
O'FARRELL SCPA	--	--	--	--	70	--	--	--	--	68	--	--	--	--	68	--	--	--	--	68	46.6	3.71	12.9
POINT LOMA	71	69	68	67	67	70	67	66	66	65	72	71	70	70	70	76	73	75	73	72	28.5	3.42	5.0
SAN DIEGO	50	53	55	54	53	50	51	54	53	51	60	64	65	62	61	51	57	60	58	58	72.6	2.12	13.2
SERRA JR-SR	63	66	67	64	65	63	64	64	65	64	67	72	73	70	70	65	69	70	70	70	31.9	3.16	10.2
UNIVERSITY CITY	--	--	--	--	68	--	--	--	--	69	--	--	--	--	72	--	--	--	--	76	23.5	3.81	2.4
WRIGHT BROTHERS	55	55	58	52	51	53	52	50	50	50	66	61	64	61	56	57	57	58	54	54	56.3	2.45	14.6

*BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS' *PUPIL ETHNIC CENSUS, 1982-83*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1982-83 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("PEI" = PARENT EDUCATION INDEX.)

APPENDIX F

SURVEY OF BASIC SKILLS: Grade 3 - 1983

DISTRICT REPORT FOR

SAN DIEGO CITY UNIFIED

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California Assessment Program

California State Department of Education
Bill Honig, Superintendent of Public Instruction, Sacramento, 1983

Survey of Basic Skills: Grade 3 — 1983

DISTRICT REPORT for:

SAN DIEGO CITY UNIFIED

COUNTY: SAN DIEGO

CDS: 37 68338 0000000

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	Mathematics	
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INTRODUCTION TO THE REPORT

Survey of Basic Skills: Grade 3

The *Survey of Basic Skills: Grade 3* is designed to assess student ability in the areas of reading, written language, and mathematics.

The reading section of the *Survey* contains items from six major skill areas: phonics, structural analysis, vocabulary, literal comprehension, inferential comprehension, and study-locational skills.

The written language section contains items from eight skill areas: word forms, standard English usage, language choices, sentence recognition, paragraphs, capitalization, punctuation, and spelling.

The mathematics section contains items from seven skill areas: counting and place value, operations, the nature of numbers and properties, geometry, measurement, patterns and graphs, and problem-analysis and models.

Scaled Scores

The *Survey* scores for this year and the two previous years are reported in scaled scores, which have three noteworthy advantages. They permit comparisions from year to year, among content areas, and across grade levels.

How the *Survey* Report is Organized

This report begins with an overview of school and district achievement and progresses to more detailed information related to performance in specific skill areas and scores for different groups of students. The report also includes interpretive materials.

Part I — Content Area Summary
This section includes the following information: school and district scaled scores for 1983 and two previous years, comparison score bands for schools and districts, a summary of background factors, and pupil score distributions. (A statewide view of achievement is provided in the publication entitled *Student Achievement in California Schools — Annual Report, 1982-83* which is sent to every school district in the fall.

Part II — Program Diagnostic Displays
The program diagnostic displays provide information about performance in the skill areas that are tested in reading, written language, and mathematics. The last section of Part II contains responses to attitudinal questions. Students were asked to indicate how much they like reading, writing stories, and mathematics.

Part III — Student Subgroup Results
Subgroup results provide scores for different groups of students according to sex, mobility, socioeconomic status, English language fluency, and specially funded programs.

Part IV — Using Survey Results
This section suggests a procedure for using CAP results. Included also are descriptions of the skill areas tested.

Part V — Interpretive Supplement and Conversion Tables
This part of the *Survey* report provides additional information and guidelines for interpretation of Part I results. Also included are tables for comparing school and district achievement to statewide results and for the conversion of scaled scores to percent correct figures.

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Survey of Basic Skills: Grade 3 — 1983

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Part I - CONTENT AREA SUMMARY

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Students Tested 7451 NES 638 Total 8089

Scaled scores allow you to compare scores from year-to-year.

For example, your scaled score for Reading is higher than the previous year's score of 263.

Scaled scores also allow you to compare scores between content areas.

For example, your Reading score of 268 is lower than your score of 274 for Written Language.

The bands indicate typical performance of schools or districts which, statistically, are like yours.

For example, in Reading, the scores for districts like yours range from 249 to 271.

You can compare your school scores to district scores.

A. SCHOOL SCORES

Content Areas	Years	Scaled Scores	Comparison Score Bands
Reading	1980-81		
	1981-82		
	1982-83		
Written Language	1980-81		
	1981-82		
	1982-83		
Mathematics	1980-81		
	1981-82		
	1982-83		

Your scaled score is shown as a diamond (◊) and the comparison score band as a line (—).

100 150 200 250 300 350 400

B. DISTRICT SCORES

Content Areas	Years	Scaled Scores	Comparison Score Bands
Reading	1980-81	260	243-261
	1981-82	263	
	1982-83	268	249-271
Written Language	1980-81	258	244-260
	1981-82	267	
	1982-83	274	254-270
Mathematics	1980-81	262	241-263
	1981-82	265	
	1982-83	270	254-270

100 150 200 250 300 350 400

California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

CONTENT AREA SUMMARY, Continued

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

C. BACKGROUND FACTOR SUMMARY

Four background factors were used to calculate the comparison score bands. They are described in detail in Part V, and tables for comparing your background factors to those of other schools and districts can also be found in Part V of the report.

Interpretive Examples

You can observe changes over the years in background factor values:

Your district's socioeconomic index of 2.03 is lower than the previous year's index of 2.05.

School and district values can be compared to the values of other schools and districts (see the school/district norms tables in Part V):

According to the district norms table your district's socioeconomic index of 2.03 is higher than 49 percent of the districts in the state.

	Years	Socioeconomic Index	Percent AFDC	Percent LES/NES
School	1980-81			
	1981-82			
	1982-83			
District	1980-81	2.11	18.8	13.1
	1981-82	2.05	20.6	13.5
	1982-83	2.03	22.3	13.7

D. STUDENT SCORE DISTRIBUTIONS

The statewide distribution of student scores is divided into four equal groups by the state quartiles (Q_1, Q_2, Q_3). Each quartile marks off, respectively, the lowest quarter of scores, the next highest quarter, and so on. The percentages of your students scoring in each of these four statewide groups are presented for each content area. (No student score distributions are reported for schools or districts testing fewer than 15 students.)

Interpretive Example

You can observe changes that occur in proportions of students in any quarter:

In Reading, 26 percent of your students scored in the highest quarter of the state's distribution. This proportion is lower than the proportion that scored in this quarter in the previous year.

Content Areas	Years	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1980-81	22%	24%	26%	28%
	1981-82	22%	25%	26%	27%
	1982-83	22%	26%	26%	26%
Written Language	1980-81	23%	26%	25%	26%
	1981-82	22%	25%	26%	27%
	1982-83	21%	25%	27%	27%
Mathematics	1980-81	22%	24%	26%	28%
	1981-82	22%	26%	26%	26%
	1982-83	23%	26%	27%	24%

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Part II — PROGRAM DIAGNOSTIC DISPLAYS

Part I of this report is primarily concerned with overall results and comparisons over time and among content areas. The Program Diagnostic Displays on the following pages show performance on the specific skills within reading, written language, and mathematics. This information can be helpful in making judgments about program strengths and weaknesses and planning improvements. The diagram below will help you interpret the displays.

The Program Diagnostic Displays, when studied along with the resource documents indicated in the analysis process in Part IV, may assist school personnel in linking results to instruction. Chief among the recommended resources are *Survey of Basic Skills: Grade 3, Rationale and Content*, state frameworks, and the curriculum handbooks such as *Planning an Effective Writing Program*.

1. Total Score

Your total score for reading is printed in the box at the top of the display and shown graphically as a bold vertical line.

2. Interpretive Examples

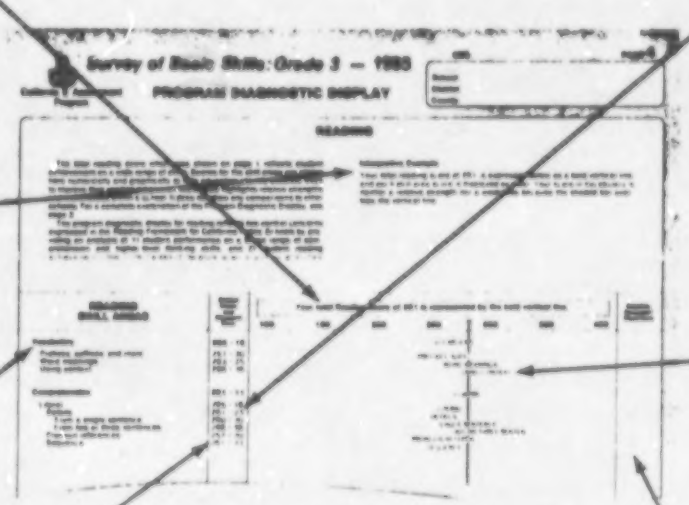
These statements are generated by a computer and tailored to your school results.

3. Skill Areas

The skill areas for reading are listed here. Major skill areas are described in Part IV and illustrated in detail in *Survey of Basic Skills: Grade 3, Rationale and Content*.

4. Skill Area Score

Your scaled score for each skill area is shown here.



5. Standard Error

The standard error tells how many score points you should "allow" for uncontrolled variations in the testing situation. It is a statistic, which when added to and subtracted from your scaled score, gives a range which can reasonably be expected to contain your "true" score.

6. Skill Area Bars

Each skill area score, plus and minus the standard error, is displayed graphically as a shaded bar. When the bar is entirely to the right of the total score (the vertical line), that skill area is identified as a relative strength. When the bar is entirely to the left of the total score, it is identified as a relative weakness. If the bar overlaps the total reading score, it is neither a relative strength nor a weakness.

7. Relative Strengths and Weaknesses

Relative strengths and weaknesses are identified here (RS = Relative Strength, RW = Relative Weakness).

California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

PROGRAM DIAGNOSTIC DISPLAY

READING

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

The program diagnostic display reflects a primary focus of the *Reading Framework for California Public Schools* by providing an analysis of student performance on a broad range of comprehension skills in addition to vocabulary, word identification, and study/locational skills.

Interpretive Example
Your total Reading score of 268 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Vocabulary is identified as neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Reading skill areas tested.

READING SKILL AREAS	Scaled Score and Standard Error	Your total Reading score of 268 is represented by the bold vertical line. (100 150 200 250 300 350 400)	Relative Strength/ Weakness 80-81	81-82	82-83
Word Identification	275 ±2	WO	RS	RS	RS
Phonics	267 ±2	PH	RS		
Vowels	273 ±3	VOW			RS
Consonants	261 ±3	CON	RS		RW
Structural analysis	283 ±3	ST	RS	RS	RS
Prefixes, suffixes, and roots	282 ±3	PR	RS	RS	RS
Contractions and compound words	285 ±4	CON		RS	RS
Vocabulary	266 ±2	VO		RS	
Recognizing word meanings	272 ±3	VOR	RS	RS	RS
Using context	258 ±3	CO			RW
Comprehension	283 ±1	CO	RW	RW	RW
Literal	264 ±2	L	RW	RW	RW
Details	263 ±2	DE	RW	RW	RW
From a single sentence	263 ±3	SI		RW	RW
From two or three sentences	263 ±3	2	RW	RW	RW
Pronoun references	263 ±3	PR	RW	RW	RW
Sequence	265 ±3	SE		RW	RW
Inferential	263 ±2	IN		RW	RW
Main ideas	267 ±3	MI		RS	
Cause and effect	263 ±3	CA		RW	RW
Drawing conclusions	261 ±2	DR	RW	RW	RW
About characters	267 ±3	CH		RW	
From details	254 ±3	DE	RW		RW
From overall meaning	262 ±3	OV	RW	RW	RW
Study Locational	280 ±4	STU			RS
Alphabetizing	274 ±4	AL	RW	RW	R
Table of contents	286 ±6	TABL		RS	R

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California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

PROGRAM DIAGNOSTIC DISPLAY

WRITTEN LANGUAGE

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

The program diagnostic display for written language reflects the *English Language Framework for California Public Schools* by providing an analysis of student performance on a broad range of written language skills including language choices, sentence recognition, paragraphs, and a variety of supporting skills.

Interpretive Example

Your total Written Language score of 274 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Sentence Recognition is identified as neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Written Language skill areas tested.

WRITTEN LANGUAGE SKILL AREAS	Scaled Score and Standard Error	Your total Written Language score of 274 is represented by the bold vertical line. 100 150 200 250 300 350 400	Relative Strength/ Weakness 80-81	81-82	82-83
Word Forms	288 ±2	WO		RW	RW
Prefixes	257 ±3	PR		RW	RW
Inflectional suffixes	285 ±4	INF		RW	RW
Derivational suffixes	261 ±3	DER		RW	RW
Irregular noun plurals	253 ±3	IR		RW	RW
Contractions	290 ±4	CO	RS	RS	RS
Standard English Usage	280 ±2	S	RW	RW	RW
Irregular verbs	259 ±3	IRR		RW	RW
Pronouns	268 ±4	PRN		RW	RW
Subject-verb agreement	255 ±3	SU	RW	RW	RW
Noun determiners	260 ±3	NOU	RW	RW	RW
Language Choices	280 ±2	LANG	RS	RS	RS
Sensory words	278 ±3	SE		RS	RS
Specific words	282 ±3	SP	RS	RS	RS
Sentence Recognition	275 ±2	SE			
Statements and questions	282 ±3	ST		RS	RS
Complete sentences	273 ±2	CO			
Supplying verbs	276 ±3	VE			
Supplying subjects	271 ±3	SU			RW
Paragraphs	270 ±2	PA		RW	RW
Topic sentences	263 ±3	TOP		RW	RW
Details and sequence	276 ±3	DET			
Capitalization	272 ±3	CAP	RW	RW	
Persons	273 ±7	PERS	RW	RW	
Places	264 ±5	PLA	RW	RW	RW
Days and months	278 ±5	DAYS	RW		
Punctuation	289 ±3	PU	RS	RS	RS
Periods and question marks	304 ±5	PER		RS	RS
Commas	282 ±4	CO	RS	RW	RS
Apostrophes	280 ±4	APO		RS	RS
Spelling	288 ±2	S		RS	RS
Predictable words	281 ±3	PD	RW	RS	RS
Words with suffixes	299 ±3	WOR		RS	RS
Demons and homophones	292 ±4	DEM	RS	RS	RS

Survey of Basic Skills: Grade 3 — 1983

California Assessment Program

PROGRAM DIAGNOSTIC DISPLAY
MATHEMATICS

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School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

The questions on the *Survey* and the reporting of scores reflect a central concern of the *Mathematics Framework* that problem solving/applications serve as an umbrella for all mathematics strands. As shown below, the scores in all skill areas are broken down into skills and applications components. The "Applications" score under Problem Solving is an aggregation of scores for all application categories.

Interpretive Example

Your total Mathematics score of 270 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Counting and Place Value is identified as neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Mathematics skill areas tested.

MATHEMATICS SKILL AREAS	Scaled Score and Standard Error	Your total Mathematics score of 270 is represented by the bold vertical line. (100 150 200 250 300 350 400)	Relative Strength/ Weakness 80-81	81-82	82-83
Counting and Place Value	**272 ±2**	CO			
Skills	273 ±3	SK		RS	RS
Applications	270 ±3	AP	RW	RW	
Operations	**271 ±1**	OP	RS	RS	
Basic facts	278 ±4	BA		RS	RS
Addition	280 ±3	ADD	RS	RS	RS
Subtraction	274 ±2	SU	RS	RS	RS
Multiplication	268 ±2	MU	RS		
Applications	259 ±2	AP	RW	RW	RW
Basic facts	254 ±3	BA	RW	RW	RW
Addition/Subtraction	271 ±4	ADD			
Multiplication	248 ±3	MUL	RW	RW	RW
Nature of Numbers and Properties	**270 ±2**	NA			
Properties and relationships	262 ±3	PR	RW	RW	RW
Money and fractions	288 ±4	MON	RS	RS	RS
Applications	259 ±3	APP	RW	RW	RW
Geometry	**280 ±3**	GEO	RS	RS	RS
Skills	279 ±3	SKI		RS	RS
Applications	281 ±4	APP	RS	RS	RS
Measurement	**263 ±2**	ME	RW	RW	RW
Linear measures	278 ±3	LI		RS	RS
Other measures	246 ±3	OT	RW	RW	RW
Applications	266 ±4	AP	RW	RW	RW
Patterns and Graphs	**264 ±2**	PAT	RW	RW	RW
Skills	257 ±3	SK	RW	RW	RW
Applications	272 ±4	APP			
Problem Solving	**265 ±1**	PR	RW	RW	RW
Analysis and models	261 ±3	AN		RW	RW
Applications	265 ±1	AP	RW	RW	RW

80

81

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Survey of Basic Skills: Grade 3 — 1983

California Assessment Program

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

STUDENT ATTITUDES TOWARD BASIC SKILLS

Students were asked to indicate how much they like reading, writing stories, and mathematics. The results for your school are shown on this page along with those for the district and state.

For example, 64 percent of your students reported that they like to read "very much," whereas 30 percent reported liking to read "a little." The average score in Reading was 278 for those who like to read "very much" whereas the score was 261 for those who like to read "a little."

Attitude toward Reading

How much do you like to read?	School		District		State	
	Percent of Students	Reading Score	Percent of Students	Reading Score	Percent of Students	Reading Score
Very much			64%	278	65%	273
A little			30%	261	29%	257
Not at all			5%	217	5%	203

Attitude toward Writing

How much do you like to write your own stories?	School		District		State	
	Percent of Students	Language Score	Percent of Students	Language Score	Percent of Students	Language Score
Very much			48%	273	50%	268
A little			33%	280	33%	271
Not at all			17%	270	15%	255

Attitude toward Mathematics

How much do you like math?	School		District		State	
	Percent of Students	Math Score	Percent of Students	Math Score	Percent of Students	Math Score
Very much			56%	275	57%	274
A little			31%	269	30%	265
Not at all			11%	249	11%	243

NOTES:

1. The scaled score is not reported if fewer than 5 students responded.
2. The sum of the percentages may not equal 100 percent because of rounding or non-response.

California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

Part III—SUBGROUP RESULTS

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Subgroup results allow you to observe the performance of different groups of students in the school, district, and state. The results are based upon the information provided by teachers and students in response to questions in the Pupil Information Section of each test booklet. The scaled score is not provided for a category if there are fewer than 5 students in the category. Statewide scores are provided in each table so that subgroup scores may readily be compared to the scores of all students.

Table A. BOYS AND GIRLS

This table displays the scores of students by sex. Teachers indicated this information on the test booklets.

Interpretive Example

In your district, boys scored 260 in Reading and girls scored 276. At the state level, boys scored 257 in Reading and girls scored 270.

Sex	SCHOOL					DISTRICT					STATE				
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score			
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math	
All Students						7451	100%	268	274	270	100%	263	266	267	
Boys						3727	50%	260	268	269	50%	257	259	266	
Girls						3635	49%	276	281	270	49%	270	274	268	

Table B. MOBILITY

This table displays scores for students according to the grade at which they were first enrolled in the school. Teachers reported this information on the test booklets.

Interpretive Example

Students who first enrolled in schools in your district at kindergarten scored 277 in Reading, and those who first enrolled at grade 3 scored 264.

Grade First Enrolled	SCHOOL					DISTRICT					STATE				
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score			
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math	
All Students						7451	100%	268	274	270	100%	263	266	267	
K						3055	41%	277	285	277	48%	268	272	270	
1						994	13%	265	270	265	14%	265	267	269	
2						1255	17%	255	260	259	15%	260	263	265	
3						2085	28%	264	266	267	22%	255	257	259	

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California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

SUBGROUP RESULTS, Continued

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Table C. SOCIOECONOMIC STATUS

This table displays scores of students according to parent occupational categories. Teachers marked the category which corresponded to the occupation of the student's father, mother, or guardian.

Interpretive Example

In your district, 38 percent of the students have parents or guardians who are employed in skilled or semiskilled occupations. At the state level, the percent of students in this category is 37.

Occupational Category	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						7451	100%	268	274	270	100%	263	266	267
Professional						1035	14%	336	336	330	14%	333	327	324
Semiprofessional						1518	20%	289	297	286	19%	294	295	290
Skilled/Semiskilled						2846	38%	261	269	259	37%	257	262	261
Unskilled						1508	20%	220	228	233	23%	217	223	231
Unknown						370	5%	250	249	270	6%	225	229	236

Table D. ENGLISH LANGUAGE FLUENCY

This table displays scores for students in terms of English Language fluency. Teachers indicated this information on each test booklet. Data presented here do not include non-English speaking (NES) students. However, the number of NES students is shown for your information.

Interpretive Example

In your district, "English only" students scored 278 in Reading, and at the state level, students in this category scored 277.

Level of Fluency	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						8089	100%	268	274	270	100%	263	266	267
English only						5357	66%	278	284	273	68%	277	280	274
Fluent English plus 2nd language						1606	20%	256	265	266	18%	248	251	259
Limited English plus 2nd language						471	6%	182	188	231	8%	186	191	219
Non-English speaking						638	8%				5%			

California Assessment Program

Survey of Basic Skills: Grade 3 — 1983

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

SUBGROUP RESULTS, Continued

Table E. SPECIALLY FUNDED PROGRAMS

This table displays the numbers, percents, and scores of students according to their participation in specially funded programs as coded by teachers. Some students have been served by more than one program; therefore, the sum of the students in individual programs may exceed the number of program participants.

Interpretive Example

In your district, 1940 students served by ECIA Chapter 1 programs scored 236 in Reading, and at the state level, students in this category scored 215.

Program Participation	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						7451	100%	268	274	270	100%	263	266	267
Program Participants (Students may be served by more than one program)						3309	44%	246	252	253	43%	232	237	243
ECIA Chapter 1						1940	26%	236	243	243	23%	215	222	228
State Compensatory Education - EIA						528	7%	242	243	255	14%	215	220	229
ESEA Title VII						96	1%	221	216	249	2%	219	221	235
State Bilingual - EIA						162	2%	213	203	247	9%	208	212	232
Miller-Unruh Reading						691	9%	225	233	235	4%	239	244	246
Migrant Education						3	0%	---	---	---	2%	205	211	227
Gifted and Talented						450	6%	386	379	371	4%	399	378	381
Special Education - Resource Specialist						526	7%	187	196	206	5%	180	190	200
Special Education - DIS						203	3%	237	241	240	2%	243	246	249
Non-Program Participants						3822	51%	295	302	288	53%	302	304	295
Non-Response						320	4%	303	297	297	4%	290	288	286

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APPENDIX G

SURVEY OF BASIC SKILLS: GRADE 6 - 1983

DISTRICT REPORT FOR

SAN DIEGO CITY UNIFIED

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Survey of Basic Skills: Grade 6 — 1983

DISTRICT REPORT for:

SAN DIEGO CITY UNIFIED

COUNTY: SAN DIEGO

CDS: 37 68338 0000000

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California Assessment Program

California State Department of Education
Bill Honig, Superintendent of Public Instruction, Sacramento, 1983

INTRODUCTION TO THE REPORT

Development of the *Survey of Basic Skills:* Grade 6

In the spring of 1982, every public elementary school with a sixth grade participated for the first time in CAP's completely revised *Survey of Basic Skills*. The former grade 6 *Survey* was in use for seven years, and during that time important shifts occurred in curriculum emphasis. The state curriculum frameworks for reading, written language, and mathematics were revised significantly. This updating process led to the development of a comprehensive new test that provides results in over 100 skill areas.

Highlights of the *Survey*

In reading, a great emphasis is placed on higher level comprehension and thinking skills. About two-thirds of the test deals with inferential, interpretive, and critical/applicative comprehension. A great deal of attention also is given to content area reading. Comprehension and vocabulary results are reported in science, social studies, and literature.

In written language, the test emphasizes writing process skills that deal with substantive choices and decisions in writing. There is a category of questions called "Judging Student Writing," in which students are asked to think about strengths and weaknesses in actual writing samples produced by children.

In mathematics, emphasis is placed on problem solving and applications. A variety of problem-solving skills such as problem formulation, analysis and strategy, interpretation and solution are assessed. Most of the reporting categories have a skills component and an applications component.

Scaled Scores

As with the introduction of the new third grade test in 1980, the grade 6 *Survey* results are reported in scaled scores. All scores for this year and the two previous years have been converted to scaled scores. Scaled scores have three noteworthy advantages. They permit comparisons from year to year, among content areas, and across grade levels.

How the *Survey* Report is Organized

This report begins with an overview of school and district achievement and progresses to more detailed information related to performance in specific skill areas and scores for different groups of students. The report also includes interpretive materials.

Part I — Content Area Summary

This section includes the following information: school and district scaled scores for 1983 and two previous years, comparison score bands for schools and districts, a summary of background factors, and pupil score distributions. (A statewide view of achievement is provided in the publication entitled *Student Achievement in California Schools — Annual Report, 1982-83* which is sent to every school district in the fall.)

Part II — Program Diagnostic Displays

The program diagnostic displays provide information about performance in the skill areas that are tested in reading, written language, and mathematics.

Part III — Student Subgroup Results

Subgroup results provide scores for different groups of students according to sex, mobility, socioeconomic status, English language fluency, and specially funded programs.

Part IV — Using Survey Results

This section suggests a procedure for using CAP results. Included are content area descriptions that provide an overview of the skills tested in the new *Survey*. Detailed descriptions of the skills assessed can be found in a companion document, *Survey of Basic Skills: Grade 6, Rationale and Content*. A copy of this document was sent to each school in the spring of 1982.

Part V — Interpretive Supplement and Conversion Tables

This part of the *Survey* report provides additional information and guidelines for interpretation of Part I results. Also included are tables for comparing school and district achievement to statewide results and for the conversion of scaled scores to percent correct figures.

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Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

Part I - CONTENT AREA SUMMARY

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Students Tested 7801 NES 303 Total 8104

Scaled scores allow you to compare scores from year-to-year.

For example, your scaled score for Reading is lower than the previous year's score of 259.

Scaled scores also allow you to compare scores between content areas.

For example, your Reading score of 256 is lower than your score of 269 for Written Language.

The bands indicate typical performance of schools or districts which, statistically, are like yours.

For example, in Reading, the scores for districts like yours range from 240 to 255.

You can compare your school scores to district scores.

A. SCHOOL SCORES

Content Areas	Years	Scaled Scores	Comparison Score Bands
Reading	1980-81		
	1981-82		
	1982-83		
Written Language	1980-81		
	1981-82		
	1982-83		
Mathematics	1980-81		
	1981-82		
	1982-83		

Your scaled score is shown as a diamond (◊) and the comparison score band as a line (—).

100 150 200 250 300 350 400

B. DISTRICT SCORES

Content Areas	Years	Scaled Scores	Comparison Score Bands
Reading	1980-81	256	243-256
	1981-82	259	241-258
	1982-83	256	240-255
Written Language	1980-81	256	243-257
	1981-82	262	248-258
	1982-83	269	250-258
Mathematics	1980-81	264	243-262
	1981-82	265	248-260
	1982-83	269	248-262

100 150 200 250 300 350 400

Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

CONTENT AREA SUMMARY, Continued

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

C. BACKGROUND FACTOR SUMMARY

Three background factors were used to calculate the comparison score bands. They are described in detail in Part V, and tables for comparing your background factors to those of other schools and districts can also be found in Part V of the report.

Interpretive Examples

You can observe changes over the years in background factor values:

Your district's socioeconomic index of 2.05 is lower than the previous year's index of 2.11.

School and district values can be compared to the values of other schools and districts (see the school/district norms tables in Part V):

According to the district norms table, your district's socioeconomic index of 2.05 is higher than 52 percent of the districts in the state.

	Years	Socioeconomic Index	Percent AFDC	Percent LES/NES
School	1980-81			
	1981-82			
	1982-83			
District	1980-81	2.19	15.9	7.8
	1981-82	2.11	19.3	8.8
	1982-83	2.05	20.9	9.8

D. STUDENT SCORE DISTRIBUTION

The statewide distribution of student scores is divided into four equal groups by the state quartiles (Q_1, Q_2, Q_3). Each quartile marks off, respectively, the lowest quarter of scores, the next highest quarter, and so on. The percentages of your students scoring in each of these four statewide groups are presented for each content area. (No student score distributions are reported for schools or districts testing fewer than 15 students.)

Interpretive Example

You can observe changes that occur in proportions of students in any quarter:

In Reading, 26 percent of your students scored in the highest quarter of the state's distribution. This proportion is lower than the proportion that scored in this quarter in the previous year.

Content Areas	Years	Percentage of Students in Each Quarter of the State Student Distribution: Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1980-81	25%	24%	24%	27%
	1981-82	23%	24%	26%	27%
	1982-83	23%	25%	26%	26%
Written Language	1980-81	26%	22%	25%	27%
	1981-82	23%	24%	26%	27%
	1982-83	21%	23%	26%	30%
Mathematics	1980-81	23%	23%	24%	30%
	1981-82	22%	25%	26%	27%
	1982-83	21%	24%	26%	29%

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California Assessment Program

Part II — PROGRAM DIAGNOSTIC DISPLAYS

Part I of this report is primarily concerned with overall results and comparisons over time and among content areas. The Program Diagnostic Displays on the following pages show performance on the specific skills within reading, written language, and mathematics. This information can be helpful in making judgments about program strengths and weaknesses and planning improvements. The diagram below will help you interpret the displays.

The Program Diagnostic Displays, when studied along with the resource documents indicated in the analysis process in Part IV, may assist school personnel in linking results to instruction. Chief among the recommended resources are *Survey of Basic Skills: Grade 6, Rationale and Content*, state frameworks, and the curriculum handbooks such as *Planning an Effective Writing Program*.

1. Total Score

Your total score for reading is printed in the box at the top of the display and shown graphically as a bold vertical line.

2. Interpretive Examples

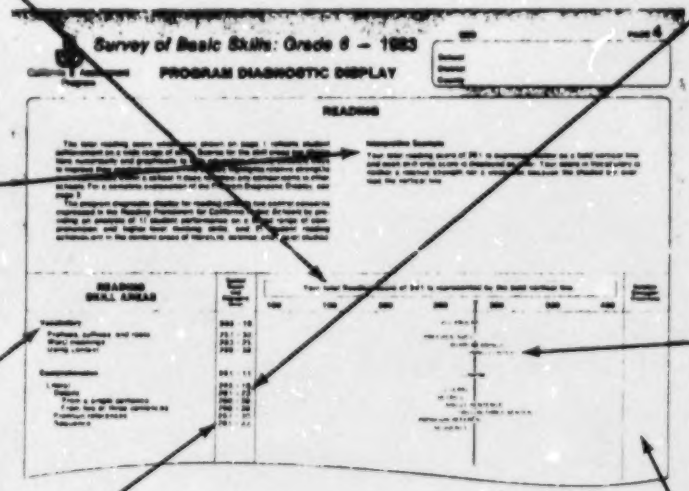
These statements are generated by a computer and tailored to your school results.

3. Skill Areas

The skill areas for reading are listed here. Major skill areas are described in Part IV and illustrated in detail in *Survey of Basic Skills: Grade 6, Rationale and Content*.

4. Skill Area Score

Your scaled score for each skill area is shown here.



5. Standard Error

The standard error tells how many score points you should "allow" for uncontrolled variations in the testing situation. It is a statistic, which when added to and subtracted from your scaled score, gives a range which can reasonably be expected to contain your "true" score.

6. Skill Area Bars

Each skill area score, plus and minus the standard error, is displayed graphically as a shaded bar. When the bar is entirely to the right of the total score (the vertical line), that skill area is identified as a relative strength. When the bar is entirely to the left of the total score, it is identified as a relative weakness. If the bar overlaps the total reading score, it is neither a relative strength nor a weakness.

7. Relative Strengths and Weaknesses

Relative strengths and weaknesses are identified here (RS = Relative Strength, RW = Relative Weakness).

Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

PROGRAM DIAGNOSTIC DISPLAY

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

READING

The total reading score which was shown on page 1 reflects student achievement on a wide range of skills. Scores for the skill areas are shown here numerically and graphically to help educators identify possible ways to improve their reading programs. This display highlights relative strengths and weaknesses within a school. It does not show any comparisons to other schools. For a complete explanation of the Program Diagnostic Display, see page 3.

The program diagnostic display for reading reflects two central concerns expressed in the *Reading Framework for California Public Schools* by providing an analysis of 1) student performance on a broad range of comprehension and higher-level thinking skills; and 2) student reading achievement in the content areas of literature, science, and social studies.

Interpretive Example

Your total Reading score of 256 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Vocabulary is identified as a relative strength (RS) because the shaded bar appears entirely to the right of the vertical line.

Under Reading in the Content Areas, your district's score for Comprehension of Literature is neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Reading skill areas tested.

READING SKILL AREAS	Scaled Score and Standard Error	Your total Reading score of 256 is represented by the bold vertical line. (100 150 200 250 300 350 400)	Relative Strength/ Weakness 81-82	Relative Strength/ Weakness 82-83
Vocabulary	258 ±2		RS	RS
Prefixes, suffixes, and roots	255 ±3		RS	
Word meanings	258 ±2			
Using context	259 ±3		RS	
Comprehension	256 ±1			
Literal	253 ±2			RW
Details	256 ±3			
From a single sentence	250 ±4			RW
From two or three sentences	260 ±4			RS
Pronoun references	251 ±3			RW
Sequence	250 ±3		RW	RW
Inferential	257 ±1			
Main ideas	262 ±4			RS
Cause and effect	254 ±3			
Following organization	263 ±3			RS
Putting information together	257 ±3		RS	
Predicting outcomes	253 ±3		RS	
Comparisons and contrasts	256 ±4		RW	
Conclusions from details	259 ±3			
Conclusions from overall meaning	251 ±3			RW

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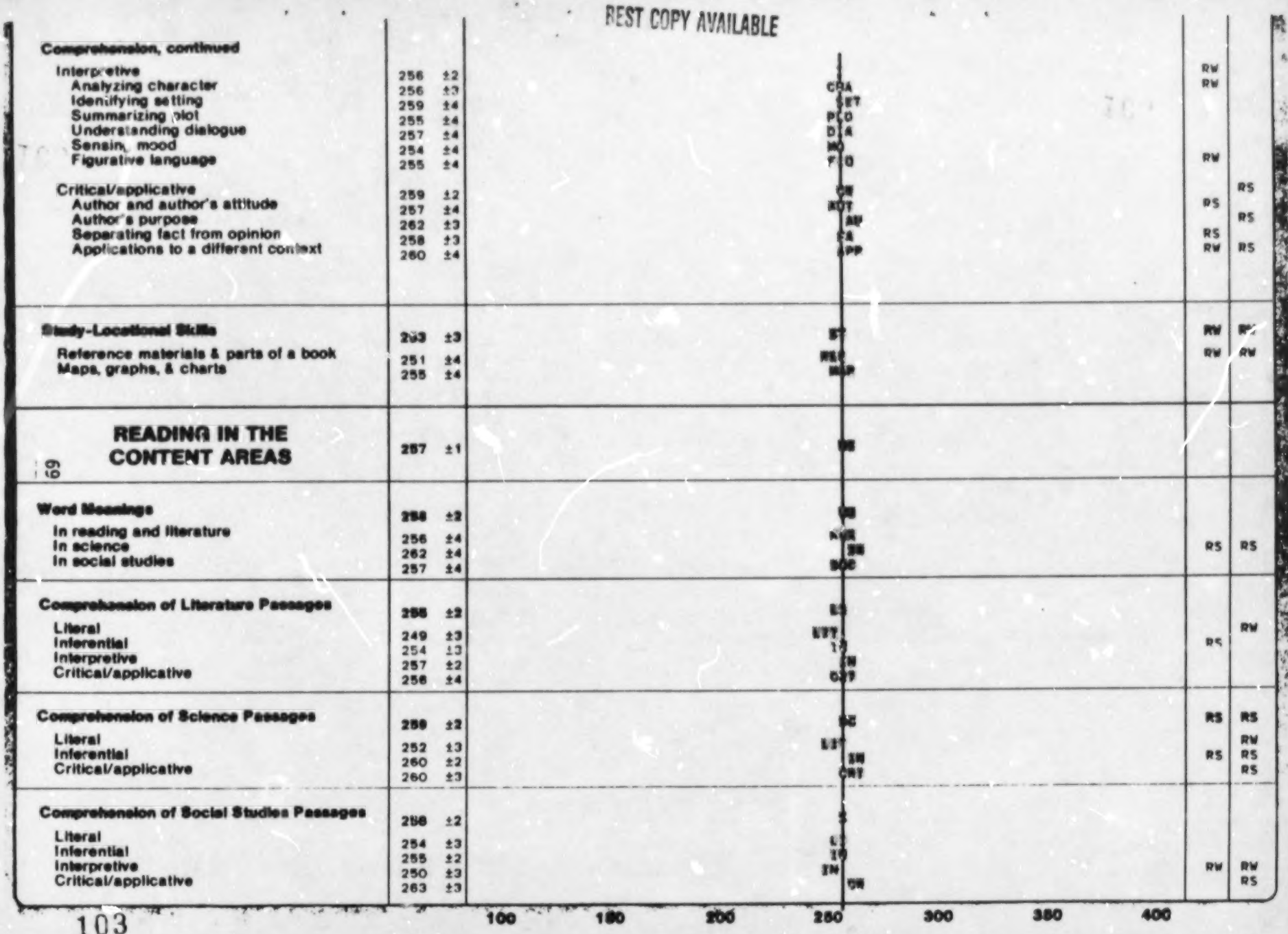

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READING PROGRAM DIAGNOSTIC DISPLAY

SAN DIEGO CITY UNIFIED, SAN DIEGO COUNTY

Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

PROGRAM DIAGNOSTIC DISPLAY

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

WRITTEN LANGUAGE

The total written language score which was shown on page 1 reflects student achievement on a wide range of skills. Scores for the skill areas are shown here numerically and graphically to help educators identify possible ways to improve their written language programs. This display highlights relative strengths and weaknesses within a school. It does not show any comparisons to other schools. For a complete explanation of the Program Diagnostic Display, see page 3.

The program diagnostic display for written language reflects two areas of concern expressed in the *English Language Framework* by providing an analysis of 1) writing process skills which deal primarily with matters of judgment in writing; and 2) supporting skills dealing primarily with matters of correctness in the conventions of writing.

Interpretive Example

Your total Written Language score of 269 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Sentence Recognition is identified as neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Written Language skill areas tested.

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WRITTEN LANGUAGE SKILL AREAS	Scaled Score and Standard Error	Your total Written Language score of 269 is represented by the bold vertical line. (100 150 200 250 300 350 400)	Relative Strength/ Weakness 81-82	82-83
Writing Process Skills	273 ±1	WR	RS	RS
Judging Student Writing	258 ±3	JUD	RW	RW
Paragraphs	280 ±2	PAR		RW
Topic sentences	266 ±4	TOPT		
Details and sequence	263 ±4	DET	RW	RW
Outlines for organization	264 ±4	OUT		RW
Consistency of verbs & pronouns	246 ±4	VERB		RW
Sentence Combining	297 ±2	SE	RS	RS
Simple sentences with modifications	297 ±4	SIM	RS	RS
Compound sentences & sentence parts	320 ±4	CON	RS	RS
Complex sentences	309 ±4	CON	RS	RS
Conjunctions	253 ±4	CON	RW	RW

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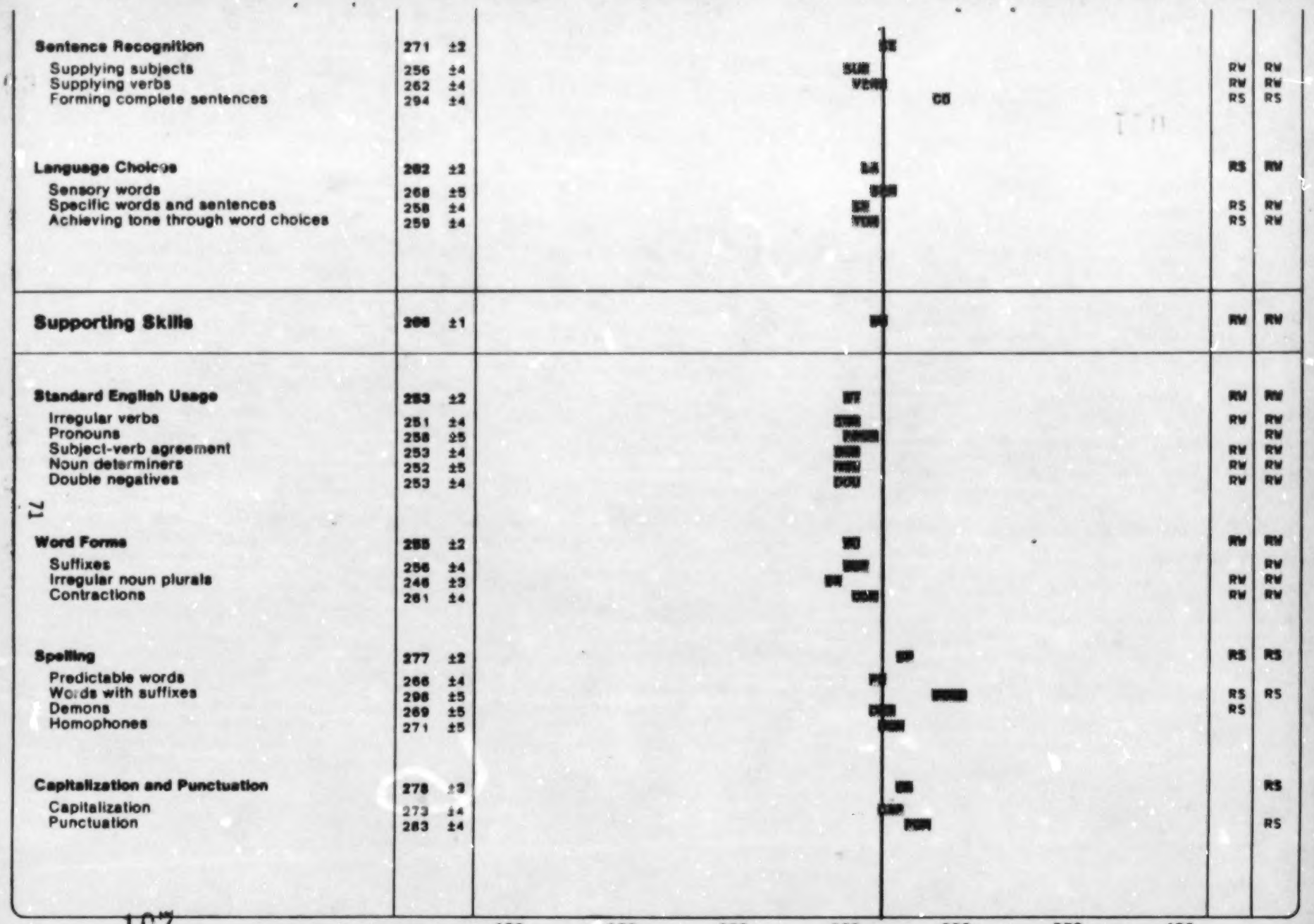
Sentence Recognition 271 ±2
Supplying subjects 256 ±4
Supplying verbs 262 ±4
Forming complete sentences 294 ±4
Language Choices 282 ±2
Sensory words 268 ±5
Specific words and sentences 258 ±4
Achieving tone through word choices 259 ±4
Supporting Skills 266 ±1
Standard English Usage 263 ±2
Irregular verbs 251 ±4
Pronouns 258 ±5
Subject-verb agreement 253 ±4
Noun determiners 252 ±5
Double negatives 253 ±4
Word Forms 265 ±2
Suffixes 256 ±4
Irregular noun plurals 246 ±3
Contractions 261 ±4
Spelling 277 ±2
Predictable words 266 ±4
Words with suffixes 296 ±5
Demons 269 ±5
Homophones 271 ±5
Capitalization and Punctuation 278 ±3
Capitalization 273 ±4
Punctuation 283 ±4
RW RW
RW RW
RS RS
RS RW
RS RW
RS RW
RW RW
RW RW
RW RW
RW RW
RW RW
RW RW
RW RW
RW RW
RS RS
RS RS
RS
RS
RS
RS
100
150
200
250
300
350
400

California Assessment Program

Survey of Basic Skills: Grade 6 — 1983

PROGRAM DIAGNOSTIC DISPLAY

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

MATHEMATICS

The total mathematics score, as shown on page 1, reflects student achievement on a wide range of skills. Scores for the skill areas are shown here numerically and graphically to help educators identify possible ways to improve their mathematics programs. This display highlights relative strengths and weaknesses within a school. It does not show any comparisons to other schools. For a complete explanation of the Program Diagnostic Display, see page 3.

The questions on the *Survey* and the reporting of scores reflect a central concern of the *Mathematics Framework* that Problem Solving/Applications serve as an umbrella for all mathematics strands. As shown below, there are nine primary skill areas, most of which are broken down into skills and applications components. The score in "Solution of problems" under Problem Solving is an aggregation of scores for all application categories as well as the category entitled, "Tables, Graphs, and Integrated Applications."

Interpretive Example

Your total Mathematics score of 269 is expressed below as a bold vertical line, and each skill area score is displayed as a shaded bar. Your score in Counting and Place Value is identified as neither a relative strength nor a weakness because the shaded bar overlaps the vertical line.

See Part IV for an illustrative description of the Mathematics skill areas tested.

MATHEMATICS SKILL AREAS	Scaled Score and Standard Error	Your total Mathematics score of 269 is represented by the bold vertical line. (100 150 200 250 300 350 400)	Relative Strength/ Weakness 81-82	82-83
Counting, Numeration, and Place Value	268 ±2			
Skills	270 ±2			
Counting and numeration	267 ±3		RS	
Place value	273 ±4			RS
Applications	264 ±3			RW
Nature of Numbers and Properties	265 ±2			RW
Skills	265 ±2			RW
Ordering and properties	263 ±4			RW
Classification of numbers	267 ±3		RS	
Applications	266 ±4		RW	
Operations	267 ±1			RW
Skills	269 ±1		RW	
Addition/subtraction, whole numbers	252 ±4		RW	RW
Multiplication of whole numbers	271 ±4			
Division of whole numbers	265 ±4			RW
Addition/subtraction of decimals	269 ±3			
Operations (+, −, ×, ÷) on fractions	275 ±3			RS
Percents, equivalent fractions/decimals	278 ±4		RS	RS
Multiplication/division of decimals	273 ±3			RS

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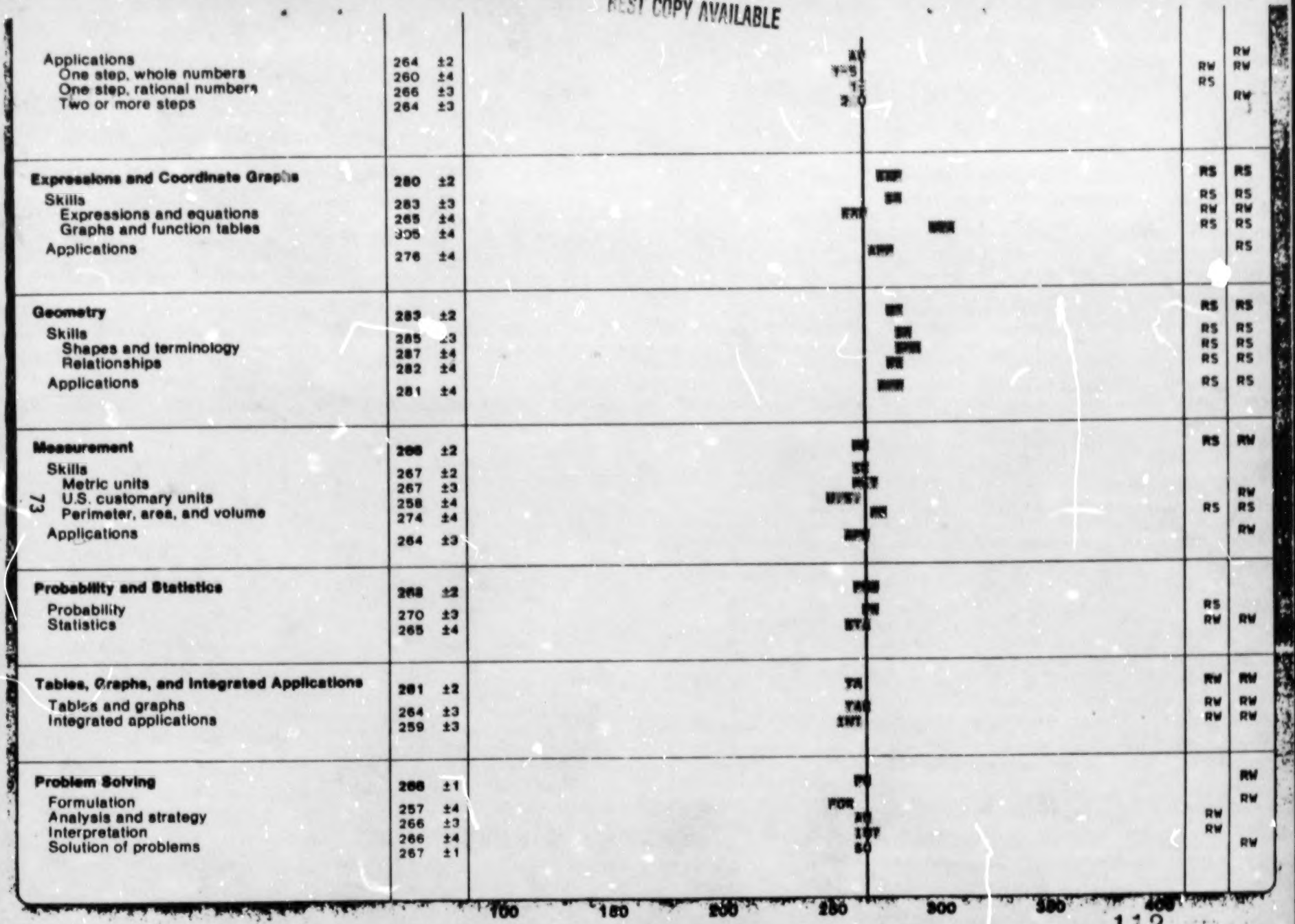

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MATHEMATICS PROGRAM DIAGNOSTIC DISPLAY SAN DIEGO CITY UNIFIED, SAN DIEGO COUNTY

Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

Part III—SUBGROUP RESULTS

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Subgroup results allow you to observe the performance of different groups of students in the school, district, and state. The results are based upon the information provided by teachers and students in response to questions in the Pupil Information Section of each test booklet. The scaled score is not provided for a category if there are fewer than 5 students in the category. Statewide scores are provided in each table so that subgroup scores may readily be compared to the scores of all students.

Table A. BOYS AND GIRLS

This table displays the scores of students by sex. Students indicated this information on their test booklets.

Interpretive Example

In your district, boys scored 252 in Reading and girls scored 261. At the state level, boys scored 250 in Reading and girls scored 257.

Sex	SCHOOL					DISTRICT					STATE				
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score			
	No.	%	Read	Writ	Math	No	%	Read	Writ	Math	%	Read	Writ	Math	
All Students						7801	100%	256	269	269	100%	253	259	260	
Boys						3979	51%	252	259	270	50%	250	249	260	
Girls						3746	48%	261	280	267	49%	257	269	260	

Table B. MOBILITY

This table displays scores for students according to the grade at which they were first enrolled in the school. Students reported this information on their test booklets.

Interpretive Example

Students who first enrolled in schools in your district at kindergarten scored 270 in Reading, and those who first enrolled at grade 6 scored 244.

Grade First Enrolled	SCHOOL					DISTRICT					STATE				
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score			
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math	
All Students						7801	100%	256	269	269	100%	253	259	260	
K						2016	26%	270	282	282	25%	260	265	267	
1						511	7%	271	280	277	6%	263	267	266	
2						622	8%	267	283	274	7%	263	267	267	
3						796	10%	262	273	276	8%	255	262	262	
4						949	12%	247	258	262	11%	250	255	258	
5						1090	14%	249	262	262	12%	248	253	255	
6						1713	22%	244	258	255	29%	246	253	254	

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Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

SUBGROUP RESULTS, Continued

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Table C. SOCIOECONOMIC STATUS

This table displays scores of students according to parent occupational categories. Teachers marked the category which corresponded to the occupation of the student's father, mother, or guardian.

Interpretive Example

In your district, 33 percent of the students have parents or guardians who are employed in skilled or semiskilled occupations. At the state level, the percent of students in this category is 37.

Occupational Category	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						7801	100%	256	269	269	100%	253	259	260
Professional						1321	17%	321	324	327	15%	316	310	316
Semiprofessional						1445	19%	281	290	288	18%	280	281	282
Skilled/Semiskilled						2569	33%	250	263	259	37%	246	253	253
Unskilled						1352	17%	204	224	230	21%	205	220	220
Unknown						731	9%	223	241	243	8%	216	227	227

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Table D. ENGLISH LANGUAGE FLUENCY

This table displays scores for students in terms of English Language fluency. Teachers indicated this information on each test booklet. Data presented here do not include non-English speaking (NES) students. However, the number of NES students is shown for your information.

Interpretive Example

In your district, "English only" students scored 269 in Reading, and at the state level, students in this category scored 265.

Level of Fluency	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						8104	100%	256	269	269	100%	253	259	260
English only						5641	70%	269	280	276	71%	265	269	268
Fluent English plus 2nd language						1364	17%	243	259	261	19%	230	240	244
Limited English plus 2nd language						493	6%	155	177	215	5%	159	179	199
Non-English speaking						303	4%				2%			

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Survey of Basic Skills: Grade 6 — 1983

California Assessment Program

SUBGROUP RESULTS, Continued

School
District SAN DIEGO CITY UNIFIED
County SAN DIEGO

Table E. SPECIALLY FUNDED PROGRAMS

This table displays the numbers, percents, and scores of students according to their participation in specially funded programs as coded by teachers. Some students have been served by more than one program; therefore, the sum of the students in individual programs may exceed the number of program participants.

Interpretive Example

In your district, 1491 students served by ECIA Chapter 1 programs scored 211 in Reading, and at the state level, students in this category scored 202.

Program Participation	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						7801	100%	256	269	269	100%	253	259	260
Program Participants (Students may be served by more than one program)						3062	39%	232	251	257	37%	225	238	240
ECIA Chapter 1						1491	19%	211	235	236	19%	202	217	215
State Compensatory Education - EIA						634	8%	202	232	237	10%	199	215	213
ESEA Title VII						44	1%	182	216	233	1%	195	212	214
State Bilingual - EIA						168	2%	174	198	233	5%	183	199	212
Miller-Unruh Reading						122	2%	175	207	215	1%	206	223	222
Migrant Education						2	0%	---	---	---	2%	196	212	215
Gifted and Talented						779	10%	366	356	360	7%	379	361	373
Special Education - Resource Specialist						456	6%	175	199	194	5%	173	192	184
Special Education - DIS						66	1%	210	241	214	1%	206	219	215
Non-Program Participants						4225	54%	274	284	278	58%	276	277	277
Non-Response						514	7%	262	274	267	5%	263	266	266

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APPENDIX H

SURVEY OF BASIC SKILLS: GRADE 12 -- 1983

DISTRICT REPORT FOR

SAN DIEGO CITY UNIFIED

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California Assessment Program

Introduction

This report on the *Survey of Basic Skills: Grade 12* is designed to help you understand, explain, and make use of the numbers from the grade 12 *Survey* which was administered in December, 1982, to assess the "effectiveness of school districts and schools in assisting students to master the fundamental educational skills" (Education Code 60601). The four content areas measured by the *Survey* are reading, written expression, spelling, and mathematics (Education Code 60602).

In keeping with the program-evaluation purpose of the California Assessment Program, no scores are reported for individual students. Instead, scores are reported by district level or by school level (in districts having more than one school). The following text will refer throughout to a school-level report.

The *Survey* for this grade consists of 18 different test forms, each containing 31 multiple-choice test questions drawn from all four content areas. The questions scored are composed of 141 reading, 142 written expression, 72 spelling, and 198 mathematics items. (Three reading and two written expression items were not scored, giving a total of 553 test items.) Table 3 of this report shows in more detail the academic skills that are measured. In addition, the publication series *Test Content Specifications for the Survey of Basic Skills* presents a complete description of the skills that are measured by the *Survey*.

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SAN DIEGO CITY UNIF DISTRICT

SAN DIEGO COUNTY

CDS: 37 68338

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Survey Scores

This data block shows the Percent Correct scores of your students on the *Survey of Basic Skills, Grade 12*. The Percent Correct figures show the percent of test questions answered correctly by your students in each of the four content areas. These figures were derived by dividing the number of test items that were correctly answered by the total number of test items presented. For example, in a school of 50 students, a total of 550 mathematics test items was administered (50 students x 11 mathematics items on each test form). If the students collectively answered 430 of these items correctly, their Percent Correct mathematics score would be 78.2 (that is, 430 ÷ 550 = 78.2 percent).

The major goal in interpreting any test score is to make a value judgment about that score, to determine whether congratulations are in order or action is needed to improve student achievement. In general, a test score is not meaningful in isolation, but becomes meaningful in the process of determining the judgment to be made about that score. Such is the case with Percent Correct scores.

There are at least three ways in which a Percent Correct score might be analyzed to derive its meaning: examining the level of content mastery indicated by the Percent Correct; comparing it to the current performance of other schools; and investigating year-to-year trends. School personnel may prefer to use any or all of these methods of interpreting the Percent Correct scores. A discussion of each of these methods of interpretation, including norms tables, can be found starting on page 10 of this report.

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Comparison Score Bands

The second data block on the report shows the Comparison Score Bands. The Comparison Score Band takes into consideration the conditions in which your school operates, such as chararteristics of the students and community. The Comparison Score Band, therefore, enables you to compare your school's scores with those of schools that have reported a set of background characteristics similar to those listed for your school. It does not say where you should score, only where schools with a set of background factors similar to yours did score.

Comparison Score Bands are calculated from the school background factors listed in the Background Factor Summary data block.

Each Comparison Score Band represents the middle 50 percent of the range of scores that would be obtained by a school reporting background factors similar to yours.

The statistical procedures are such that the Comparison Score Band includes only the middle 50 percent of schools. If your school score falls above your Comparison Score Band, your school is in the upper 25 percent of the schools having similar reported background factors. Conversely, if your score falls below your Comparison Score Band, your school is in the lower 25 percent of the schools having similar reported background factors.

Background Factor Summary

Two background factors were used to calculate the Comparison Score Bands. They are described in detail on page 18. Tables for comparing your background factors to those of other schools and districts can also be found on pages 12-15 of the report.

Student Score Distributions

The statewide distribution of student scores is divided into four equal groups by the state quartiles (Q_1, Q_2, Q_3). Each quartile marks off, respectively, the lowest quarter of scores, the next highest quarter, and so on. The percentages of your students scoring in each of these four statewide groups are presented for each content area. (No student score distributions are reported for schools or districts testing fewer than 18 students.)

Number of Students Tested

This data block shows the number of your students tested.

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Survey of Basic Skills: Grade 12

1982 — 1983

California Assessment Program

County: SAN DIEGO
District: SAN DIEGO CITY UNI-
School:
CDS: 37-68338

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 10-20 of this report.

IN 1982-83 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 63.0 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct: District	Percent Correct: School
Reading	1980-81	64.9	
	1981-82	64.1	
	1982-83	63.0	
Written Expression	1980-81	63.4	
	1981-82	63.8	
	1982-83	62.0	
Spelling	1980-81	69.5	
	1981-82	69.4	
	1982-83	69.0	
Mathematics	1980-81	70.3	
	1981-82	70.5	
	1982-83	69.5	

Comparison Score Bands

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF DISTRICTS LIKE YOURS, RANGES FROM 63.4 TO 65.0 PERCENT CORRECT.

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)
Reading	1980-81	63.9 - 65.1
	1981-82	63.4 - 65.4
	1982-83	63.4 - 65.0
Written Expression	1980-81	63.3 - 65.1
	1981-82	63.2 - 65.4
	1982-83	63.4 - 64.8
Spelling	1980-81	68.6 - 70.6
	1981-82	69.2 - 71.0
	1982-83	69.3 - 70.9
Mathematics	1980-81	67.9 - 70.1
	1981-82	67.6 - 70.0
	1982-83	67.7 - 69.9

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1, Q_2, Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 26% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution: Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1980-81	23 %	24 %	26 %	27 %
	1981-82	23 %	25 %	26 %	26 %
	1982-83	25 %	24 %	25 %	26 %
Written Expression	1980-81	24 %	25 %	26 %	25 %
	1981-82	25 %	25 %	25 %	25 %
	1982-83	27 %	24 %	25 %	24 %
Spelling	1980-81	24 %	25 %	26 %	25 %
	1981-82	25 %	25 %	25 %	25 %
	1982-83	25 %	26 %	25 %	24 %
Mathematics	1980-81	21 %	24 %	27 %	28 %
	1981-82	20 %	24 %	27 %	29 %
	1982-83	22 %	24 %	26 %	28 %

Background Factor Summary

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1982-83. Page 18 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR DISTRICT'S AFDC COUNT FOR 1982-83 WAS 8.5 PERCENT.

Background Factor	Year	District Value	School Value
Parent Education Index	1980-81	3.27	
	1981-82	3.25	
	1982-83	3.18	
Percent AFDC	1980-81	10.1	
	1981-82	10.8	
	1982-83	8.5	

Number of Students Tested

124

6225 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR DISTRICT.

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NOTES:

(1) The *California Administrative Code, Title 5*, prohibits the public release of test results until the statewide results of the program have been presented to the State Board of Education (Section 1026).

(2) Questions regarding the California Assessment Program or the *Survey of Basic Skills* should be directed to the California Assessment Program Office, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey Scores by Skill Area

Page 1 of this report was concerned primarily with overall results and comparisons of school scores to district and statewide outcomes. The *Survey Scores by Skill Area* display on the next page is designed to answer such questions as the following: "How does our performance in the various skill areas of reading compare to our overall reading performance?" The answer to this question can be helpful in making judgments about program strengths and weaknesses and planning improvement.

The diagram below is designed to assist you in understanding the following displays for reading, written expression, spelling and mathematics.

1. Total Score

The total score for each content area is shown graphically as a vertical line.

2. Skill Areas

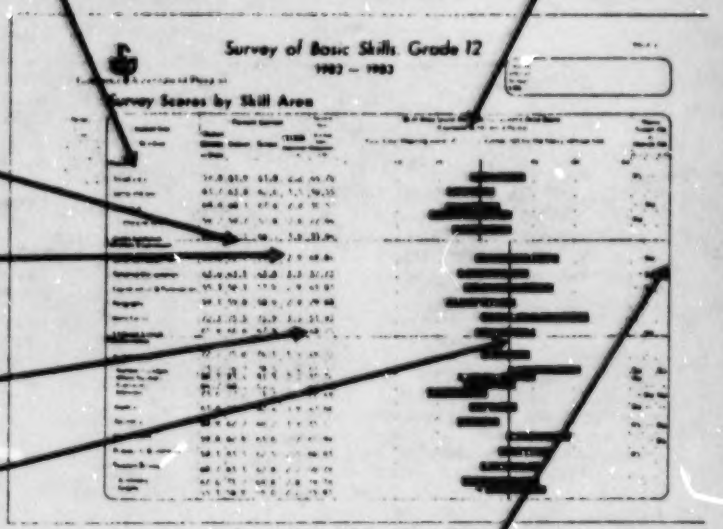
The skills tested in the four content areas of reading, written expression, spelling and mathematics are listed here. These skills are defined and illustrated in Table 3 of the report.

3. Percent Correct Score

The percent correct score for a skill area is given for your school, your district and for the middle-scoring (median) school in the state.

4. Measurement Error

The school measurement error tells how many percent correct score points you should allow for uncontrolled variations in the testing situation. When the measurement error is added to and subtracted from your school percent correct score, the resulting range can be reasonably expected to contain your "true" score.



5. Percentile Ranks

After the measurement error has been added to and subtracted from your school's percent correct score, the resulting range of scores (in percent correct terms) is converted to its equivalent percentile rank range.

6. Skill Area Bars

Each skill area score, plus and minus the measurement error, is displayed graphically as a bar. When the bar is entirely to the right of the total score (the vertical line), that skill area is identified as a relative strength. When the bar is entirely to the left of the total score, it is identified as a relative weakness. If the bar overlaps the total score, the skill is neither a relative strength nor a weakness for the content area.

7. Relative Strengths and Weaknes

Relative strengths and weaknesses are identified here (RS = Relative Strengths, RW = Relative Weaknesses) for 1982-83 and the two previous school years as well.

Notes:

1. The state percentile rank scale is based upon all school scores for a school level report and all district scores for a district-level report.
2. For schools with fewer than 36 students tested, no skill area scores are reported.

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Survey of Basic Skills: Grade 12

1982 — 1983

California Assessment Program

County: SAN DIEGO
District: SAN DIEGO CITY UNIF
School:
CDS: 37-68338

Survey Scores by Skill Area

Notes:

See Table 3 starting on page 21 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area / Skill Area	Median DIST. in State	Percent Correct: District	Percent Correct: School	DIST. Measurement Error	Percentile Ranks: Skill Area Score*	Percentile Ranks: Measurement Error	Relative Strength (RS) or Weakness (RW) 80-81	81-82	82-83
Reading									
Vocabulary	59.9	59.3		0.8	39-51		--	RW	--
Comprehension	63.5	63.5		0.5	45-54		--	--	--
Literal	68.6	68.2		0.8	42-53		--	--	--
Interpretive/Critical	58.6	59.0		1.7	34-67		--	--	--
Study-Locational	67.1	68.6		1.1	51-65		--	--	RS
Written Expression									
Sentence Recognition	69.7	68.3		1.5	30-52		--	--	--
Sentence Manipulation	44.2	44.2		1.6	38-61		--	--	--
Capitalization & Punctuation	57.2	55.5		1.9	23-52		--	--	--
Paragraphs	60.0	60.7		1.8	40-69		--	--	--
Word Forms	71.9	70.7		2.3	27-58		--	--	--
Language Choices	65.9	65.2		1.2	34-53		--	--	--
Mathematics									
Arithmetic	73.7	76.2		0.5	66-74		--	--	--
Number Concepts	74.5	77.2		0.4	67-72		RW	RW	--
Whole Numbers	81.2	82.6		0.4	60-68		RW	RW	RW
Fractions	65.1	68.7		0.5	68-74		RS	RW	--
Decimals	76.2	77.3		0.4	56-63		RW	RW	RW
Algebra	62.9	64.7		0.4	64-69		--	RW	RW
Geometry	61.1	63.7		0.5	64-69		RW	RW	RW
Measurement	58.2	61.3		0.4	65-70		RW	RW	RW
Probability & Statistics	58.8	61.8		0.6	62-67		--	RW	RW
Problem Solving	60.7	62.1		1.3	51-67		--	--	RW
Arithmetic	67.8	68.2		1.5	42-64		--	--	RW
Graphs	55.0	57.1		1.0	54-69		--	RW	RW

Skill Area Score Relative to Content Area Score
(Expressed as Percentile Ranks)

Your total Reading score of 49 is represented by the heavy vertical line.

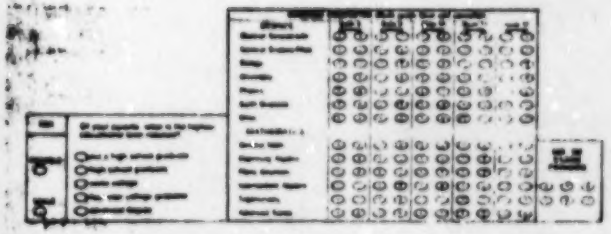
1 10 25 50 75 90 99

Subgroup Report

A subgroup report, based upon responses of students to questions in the Student Information Section, was produced for each school for the first time in 1978-79. The subgroup information permits one more way of analyzing and explaining the overall performance of students in a school. As in previous years' subgroup reports, the report for 1982-83 looks at the performance of various subpopulations within your school (such as boys Vs. girls), showing which groups of students had the highest and lowest scores. Additionally, this years subgroup report shows the science and mathematics courses taken by various subgroups of students.

DATA COLLECTION

When the *Survey of Basic Skills:* Grade 12 was administered last December, students were asked to complete the Student Information Section which is reproduced below. This information was used to calculate the statistics as described on pages 5 and 7 of this report.



THE STATISTICS SHOWN ON THE REPORT

The subgroup report is made up of two tables -- Table A and Table B. The main difference between the two tables is that Table A shows the scores for each subgroup, whereas Table B shows only the numbers and percents of each subgroup that took specific courses.

Table A: For the subgroups of sex, parent education, and number of class periods in a school day, Table A shows the following statistics for the state, district, and your school.

Number of Students

The total number of students in each subgroup is shown. The sum of the numbers of students in each subgroup may not equal the total students because some students may not have coded their booklets for this question.

Percent of Students

The percent shown for each subgroup is the number of students in that subgroup as a percentage of the total number of twelfth-grade students tested. The sum of the percentages shown for each subgroup may not equal 100 percent because of rounding or non-response, as indicated above.

Percent Correct Score

The test scores of all the students in each subgroup were combined to compute an average percent correct score for that subgroup. Percent correct scores are not shown for subgroups comprised of fewer than nine students.

Table B: For the subgroups of sex and parent education, Table B provides the number and percent of students who took various science and mathematics courses. The information was obtained by aggregating semesters across grades eight through twelve for each student. The data are presented for the state, your district, and your school.

The headings used in Table B under "Parent Education" have been abbreviated on the table due to space constraints. The abbreviated headings are explained below:

Not H. S. Grad	: Not a high school graduate
H.S. Grad	: High school graduate
Some Coll	: Some College
Coll Grad	: College graduate
Adv. Deg.	: Advanced degree

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USES AND POSSIBLE ANALYSES

Table A: A number of possible uses and methods of analyzing the information in Table A are apparent. Among these are:

- Examination of the composition of your twelfth-grade population.
- Possible explanation of unexpected performance of twelfth graders tested last December.
- Establishment of baseline data for longitudinal comparison of the performance of specific subgroups.
- Identification of weaknesses in the instructional program as it affects different types of students.
- Comparison of the performance of specific subgroups within the district or within a school with the performance of all students in the district or in the school.
- Comparison of the performance of specific subgroups with the performance of those subgroups in the state, in the district, or in other schools in the district.
- Comparison of the performance of subgroups on CAP with their performance on other district (or school) tests, e.g., proficiency tests.
- Identification of populations of students with special needs.
- Comparison of performance of specific subgroups this year to last year.

Table B: Last December was the first time that students were asked to indicate completion of specific courses in science and mathematics. Some possible uses and methods of analyzing data in Table B are:

- Comparison of courses taken by boys to those taken by girls.
- Comparison of courses taken by different parent education groups.
- Comparison of courses taken by students in a particular school with other schools in the same district, other districts, or to the state total.
- Comparison of scores with course enrollment patterns for different groups of students.

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California Assessment Program

Survey of Basic Skills: Grade 12

1982 — 1983

Subgroup Report

County: SAN DIEGO
District: SAN DIEGO CITY UNIF
School:
CDS: 37-68338

TABLE A

Classification	State					District						School					
	Student's	Percent Correct				Student's		Percent Correct				Student's		Percent Correct			
	%	Read	Writ	Spel	Math	No.	%	Read	Writ	Spel	Math	No.	%	Read	Writ	Spel	Math
Total	100	63.1	63.0	69.5	67.7	6225	100	63.0	62.0	69.0	69.5						
Sex																	
Male	50	63.1	62.0	67.2	69.7	3113	50	62.9	61.3	67.2	71.3						
Female	50	63.1	64.1	71.8	65.8	3042	49	63.4	63.1	71.2	67.9						
Parent Education																	
Not high school graduate	11	53.7	53.6	64.5	58.5	586	9	50.3	50.2	63.4	60.7						
High school graduate	23	59.2	58.8	67.2	62.9	1344	22	58.6	57.4	66.8	64.5						
Some college	27	64.6	64.1	70.0	68.4	1618	26	63.8	62.1	69.5	69.1						
College graduate	19	67.1	67.3	71.9	72.6	1166	19	68.5	67.4	72.5	74.1						
Advanced degree	17	69.8	70.6	73.7	75.8	1214	20	70.4	70.3	72.3	77.8						
Number of Class Periods																	
Two	2	58.0	57.2	65.1	60.8	97	2	61.5	60.3	67.5	64.7						
Three	8	60.9	60.2	67.3	63.8	313	5	61.2	60.2	68.7	65.5						
Four	21	63.6	63.4	69.6	67.7	906	15	64.9	62.1	68.2	69.6						
Five	35	64.8	64.8	70.7	69.9	2342	38	64.0	62.7	70.0	70.9						
Six	25	63.6	63.7	70.1	68.6	1930	31	63.9	63.6	70.3	71.0						
Seven	3	63.7	63.6	70.1	68.6	148	2	66.5	67.9	70.8	72.7						

For an explanation of the data in table B, refer to page 4

TABLE B

Classification	State								District								School							
	Students	Sex		Parent Education					Students	Sex		Parent Education					Students	Sex		Parent Education				
	%	Boy	Girl	Not H.S. Grad	H.S. Grad	Some Coll	Coll Grad	Adv Deg	No. %	Boy	Girl	Not H.S. Grad	H.S. Grad	Some Coll	Coll Grad	Adv Deg	No. %	Boy	Girl	Not H.S. Grad	H.S. Grad	Some Coll	Coll Grad	Adv Deg
		%	%	%	%	%	%	%		%	%	%	%	%	%	%		%	%	%	%	%	%	%
Science																								
General Science-Life	30	30	31	30	32	32	29	28	1716 28	26	29	24	29	30	27	26								
One semester only	37	37	38	37	37	37	37	38	2648 43	42	43	38	40	43	46	47								
Two semesters or more	33	33	31	33	31	30	34	34	1861 30	31	28	38	31	27	27	27								
No response																								
General Science-Phys.	22	22	23	20	23	24	23	22	940 15	15	15	12	16	16	15	16								
One semester only	20	21	18	14	17	20	22	25	1198 19	21	18	15	17	19	21	25								
Two semesters or more	58	56	59	66	60	56	55	53	4087 66	64	67	73	68	66	64	59								
No response																								

Continued on page 7

CAUTIONS REGARDING INTERPRETATION OF THE DATA

Small Number of Students in a Subgroup

When any subgroup is composed of a small number of students, great caution should be used in making further generalizations from their performance. When a small number of students is tested, a few very high or low scores will greatly influence the average score, no matter how long the test is. The test results are a valid measure of the performance of that particular subgroup of individuals who took the test; however, it is inappropriate to generalize from results of a small group.

Variability Within the Defined Subgroups

It is important to remember that some subgroups are broadly defined. For example, in the parent education classification, the subgroup "Some College" includes parents who have taken one evening course at a community college as well as parents with three or four years of college and who are functioning in jobs that are typically filled by college graduates. Students coming from homes of such differing educational, and thereby occupational, backgrounds would probably score quite differently from one another, although both would have appropriately coded the "Some College" category.

Subgroup Report Treats Only One Dimension at a Time

Another point to keep in mind is that the subgroups are formed by looking at one dimension at a time. For example, students in the "Advanced degree" category of parental education level could also be educationally handicapped (special education) or non-native English speaking. Such students, although they have one factor in common (in this case their parents' educational level), are quite different and would undoubtedly score quite differently. The report does not address itself to such multidimensionality of students.

Keeping the cautions cited above (and others) in mind, one can readily see that hasty conclusions could be simplistic and misleading. The number and type of students in a subgroup could well fluctuate from year to year. Any hypotheses arrived at should be viewed as tentative and be tested for stability with another year's data (Table A only) or data from district testing before drawing firm conclusions.

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California Assessment Program

Survey of Basic Skills: Grade 12

1982 — 1983

Subgroup Report (continued)

County: SAN DIEGO
District: SAN DIEGO CITY UNIF
School:
CDS: 37-68338

Table B

Classification	State Students %	State Sex: Boy %	State Sex: Girl %	State Parent Education: Not H.S. Grad %	State Parent Education: H.S. Grad %	State Parent Education: Some Coll %	State Parent Education: Coll Grad %	State Parent Education: Adv Deg %	District Students No.	District Students %	District Sex: Boy %	District Sex: Girl %	District Parent Education: Not H.S. Grad %	District Parent Education: H.S. Grad %	District Parent Education: Some Coll %	District Parent Education: Coll Grad %	District Parent Education: Adv Deg %	School Students No.	School Students %	School Sex: Boy %	School Sex: Girl %	School Parent Education: Not H.S. Grad %	School Parent Education: H.S. Grad %	School Parent Education: Some Coll %	School Parent Education: Coll Grad %	School Parent Education: Adv Deg %
Science (con't)																										
Biology																										
One semester only	18	18	19	18	19	19	18	17	1367	22	22	22	23	23	23	20	21									
Two semesters or more	47	45	48	32	37	47	56	62	3295	53	51	55	48	47	52	59	61									
No response	35	37	32	50	45	34	26	21	1563	25	27	23	28	30	25	21	18									
Chemistry																										
One semester only	9	9	9	6	7	9	11	12	658	11	11	11	10	7	11	10	15									
Two semesters or more	18	20	16	9	10	15	24	32	1289	21	22	20	16	13	16	28	33									
No response	73	71	75	85	83	76	65	56	4278	69	67	70	74	80	73	62	51									
Physics																										
One semester only	6	7	4	4	4	5	7	9	383	6	7	5	5	5	5	7	9									
Two semesters or more	6	8	4	4	4	5	8	11	586	9	12	7	12	7	6	11	15									
No response	88	85	91	92	93	90	85	80	5256	84	80	88	83	89	89	82	76									
Earth Science																										
One semester only	10	10	9	9	10	10	9	9	326	5	6	5	5	6	6	5	5									
Two semesters or more	8	9	8	7	8	9	9	10	369	6	6	6	9	6	6	5	6									
No response	82	81	83	85	82	81	82	82	5530	89	88	89	86	88	89	90	89									
Other																										
One semester only	6	6	6	5	6	6	6	7	231	4	4	3	2	3	3	4	5									
Two semesters or more	9	10	9	6	8	9	11	12	411	7	7	6	7	5	6	7	10									
No response	85	85	85	90	86	84	83	81	5583	90	89	90	91	92	91	89	86									
Mathematics																										
General Math																										
One semester only	17	16	17	19	18	17	15	13	900	14	15	14	16	15	15	13	14									
Two semesters or more	55	54	56	60	60	56	53	51	3392	54	54	55	58	62	56	50	49									
No response	28	29	27	22	23	27	33	36	1933	31	31	30	26	23	29	36	37									
Beginning Algebra																										
One semester only	20	19	20	21	21	21	19	17	1089	17	18	17	20	18	18	16	17									
Two semesters or more	58	58	59	42	49	60	67	72	3886	62	62	64	53	58	64	69	69									
No response	22	23	21	37	30	19	14	11	1250	20	20	19	27	24	18	15	14									
Plane Geometry																										
One semester only	13	13	13	10	11	14	15	15	1026	16	17	16	17	15	17	16	19									
Two semesters or more	37	38	36	20	25	36	49	57	2572	41	41	42	28	32	40	52	55									
No response	49	48	50	70	64	49	35	27	2627	42	42	42	55	53	43	31	26									
Intermediate Algebra																										
One semester only	14	15	14	10	11	15	17	19	887	14	15	14	11	13	15	15	17									
Two semesters or more	27	29	25	15	19	27	35	42	1881	30	32	28	21	24	27	37	43									
No response	58	56	61	76	70	59	48	40	3457	56	53	58	68	63	58	48	40									
Trigonometry																										
One semester only	10	11	9	5	6	9	14	18	458	7	8	7	4	6	7	9	11									
Two semesters or more	7	8	5	3	4	6	9	12	678	11	12	10	7	6	6	16	21									
No response	83	81	85	92	91	86	77	70	5889	82	80	84	89	87	87	76	69									
Advanced Topics																										
One semester only	4	5	4	3	3	4	6	8	245	4	4	4	3	3	3	5	6									
Two semesters or more	6	7	5	2	3	5	7	11	585	9	10	9	4	5	7	13	17									
No response	90	88	91	95	94	91	86	82	5395	87	86	87	92	92	90	83	77									